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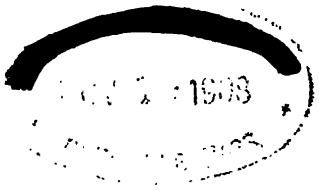

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"I at once renew for the Bulletin, as I cannot safely economize there. No other educational journal gives the exact points one needs to know, and gives them so clearly and brightly. No one can wish you more success than you deserve."—*E. W. Wright*, chairman of school board, Lunenburg, Vt.

"Inclose find money order for one dollar, for which please renew my subscription to the School Bulletin. I am pleased with your supplement, as it is both useful and ornamental."—Principal *Oscar E. Coburn*, School No. 4, Saratoga Springs, N. Y.

"Apply one dollar of this in payment of my subscription to the School Bulletin. I find the Bulletin one of the handiest papers I ever read. It has so much information that is to the point and no useless matter, no material put in merely to fill up space. The article on Dr. O'Pshaw strikes to the very meat of a troublesome question."—Principal *Edwin A. Ladd*, Bergen, N. Y.

Barnard's American Journal of Education

(*From G. Stanley Hall's Bibliography of Education, Boston, 1886.*)

"American Journal of Education. Probably the most valuable educational periodical ever published, now constituting a vast encyclopædia of information on many if not most topics connected with education."

It gives me much pleasure to announce that the entire stock of Henry Barnard's publications has been transferred to me in trust for his daughters, and is now in my printing-office. How large an undertaking I have assumed may be judged from the fact that the shipment weighed 40 tons, and took more than 700 cases; there are 21,000 electrotype plates. The matter has been assorted out, the missing plates have been restored, and the missing signatures supplied. I can now furnish promptly the entire 31 volumes of the American Journal of Education. The price of the volumes of the Journal is $5.00 per volume. It will hereafter be bound only in black cloth, which, as it has larger margins than the half morocco edition, will cut down to match any sets a library may have on hand.

As is well known, in 1839 Dr. Barnard appended to his annual report as secretary of the board of commissioners for common schools of the State of Connecticut an account of public instruction in the principal states of Europe—the results in part of his personal observations of other eminent educators. In 1854 this account was expanded into a volume and published under the title National Education in Europe.

In that year Dr. Barnard attended the Educational exhibition at London, where he made arrangements with the principal delegates to furnish reliable accounts of the systems of national education in their several states. These papers, together with translations from Schmidt's Pädagogische Encyclopädie, formed the basis of the first 17 volumes of the American Journal of Education from 1855 to 1867, and furnish a survey of education in Europe that is not only comprehensive and detailed but largely from official sources, and hence thoroughly trustworthy. The first 10 volumes of the Journal contain no less than 45 articles from von Raumer's Geschichte der Pädagogik, all of Volume III of Savigny's Geschichte des Römischen Rechts im Mittelalter, portions of Bonghi's Publica Instruzione, and numerous other articles from standard foreign works published in Germany, France, Switzerland, Italy, and Great Britain.

Oscar Browning says in the Encyclopædia Britannica:

"The great work of Henry Barnard, the American Journal of Education, has valuable papers on almost every part of our subject (education); it is by far the most valuable work in our language on the history of education."

President D. C. Gilman, in an article devoted to the educational development of our country, published in the North American Review, says:

"It is the best and only authority in respect to the progress of American education during the past century. The comprehensiveness of this work and its persistent publication under many adverse circumstances, entitle the editor to the grateful recognition of all investigators of our system of instruction."

The distinguishing features of each volume are given below. Except in volumes XVIII, XIX, XXII, XXV, and XXIX there is also a wealth of other material, including hundreds of biographies accompanied by steel portraits. The dates here given are those that will be put upon all volumes hereafter bound up. There had been some variations in those sent out by Dr. Barnard.

I. 1856 Accounts of educational associations and other movements.
II. 1856 Benefactors of education, scientific schools, index to American Institute of instruction.
III. 1857 The school and teacher in literature, reformatory schools.
IV. 1857 Pestalozzi, Martin Luther, Melanchthon, school architecture.
V. 1858 The Jesuits, Comenius, Franke, Rousseau, Basedow, Bacon.
VI. 1859 German universities, Herder, Locke, Brougham, schools in Conn., O., Pa.
VII. 1859 Hill's True order of studies, disciples of Pestalozzi, history of pedagogy.
VIII. 1860 Aphorisms and suggestions, methods, English public schools.
IX. 1860 Moral education, colleges and universities, oral teaching.
X. 1861 Education of women, monitorial instruction, normal schools.
XI. 1862 Ascham's Schoolmaster, Greek and Roman views, the state and education, Locke, Spencer.
XII. 1863 Military and secondary education. New England primer.
XIII. 1863 American text-books, education of women.
XIV. 1864 National educational and various state associations, Aristotle, Lycurgus, Milton.
XV. 1865 Naval education, presidents of A. I. I. and state teachers associations, educational periodicals.
XVI. 1866 Normal schools, educational biography.
XVII. 1867 Classified index, secondary and real schools, Hoole, Cowley.
XVIII. 1868 The American Year book for 1869.
XIX. 1869 Public schools in the District of Columbia.
XX. 1870 Public instruction in European countries.
XXI. 1871 Scientific and industrial education.
XXII. 1872 Technical education in Europe.
XXIII. 1873 English pedagogy, old and new.
XXIV. 1874 Superior instruction, state systems.
XXV. 1875 Report of the Commissioner of Education for 1879.
XXVI. 1876 Catholic educational policy, school punishments, recent English pedagogy.
XXVII. 1877 Early American education, German reformers, English universities.
XXVIII. 1878 Port Royal, German pedagogy, University of Cambridge, old masters and methods.
XXIX. 1879 Report of the Commissioner of Education for 1877.
XXX. 1880 The Kindergarten, Froebel, Marenholtz-Bülow, New England academies.
XXXI. 1881 Pestalozzi, Froebel, public school kindergartens.
XXXII. History of education in the United States

Barnard's National Education in Europe

As originally published in 1854, this was a volume of 890 pages, at a price of $3.50. This volume can still be furnished, at a price reduced to $1.50.

In 1872, however, Dr. Barnard published a much enlarged edition, in two volumes of 916 and 1,263 pages, respectively, at $5.50 a volume. These volumes will be kept in print, as they present a more complete summary than is likely to appear elsewhere in many years.

Part I, German States, deals with the following systems in detail:

Anhalt,	Luxemburg,	Posen,
Austria,	Mecklenburg-Schwerin,	Brandenburg,
Baden,	Mecklenburg-Strelitz,	Saxe-Altenburg,
Bavaria,	Nassau,	Saxe-Coburg-Gotha,
Brunswick,	Oldenburg,	Saxe-Meiningen,
Hanover,	Prussia,	Saxe-Weimar,
Hesse-Cassel,	Saxony,	Saxony,
Hesse-Darmstadt,	Silesia,	Schleswick-Holstein,
Liechtenstein,	Stralsund,	Schwarzburg,
Limburg,	Pomerania,	Waldeck,
Lippe-Detmold,	Province of the Rhine,	Wurtemberg,
Lippe-Schaumburg,	Westphalia,	Free Cities of Germany.

Part II deals with the following countries:

Belgium,	Iceland,	Sweden,
Denmark,	Italy,	Spain,
France,	Norway,	Switzerland
Greece,	Portugal,	Turkey.
Holland,	Russia,	

The last 200 pages are devoted to the historical development of elementary pedagogy, and the index is minute.

In both parts the treatment is historical as well as descriptive, and extends to all features of the school system, including legal regulations, systems, and methods.

Many documents are given in full, such as the General regulations of elementary schools and teachers promulgated by Frederick II: the General school laws of 1774 and 1869 for the schools of Austria; the Common school law of Saxe-Cotha, 1863; the School Code of the Canton of Zurich, 1859; the Laws of public instruction in Holland, 1806 and 1857; in Turkey, 1869; in Sardinia, 1857; etc.

There are also such complete treatises as Guizot's Memoir of his work as minister of public instruction; Renan's German views of French education; Leroy's Public instruction in Holland; von Raumer's Ratich, Comenius, Locke, Franke, and Basedow; Krüsi's General means of education; Diesterweg's Catechism on methods of teaching and School discipline, etc.

In short the contents of these volumes are not only enormous in extent and remarkable for authenticity, but also of a kind the importance of which can never diminish. Whenever a subject connected with education in continental Europe is suggested, these volumes should be the first consulted.

American Educational Biography

Educational biography was always a favorite subject with Dr. Barnard and had a first place in his American Journal of Education. This volume appeared in 1859, and although the edition was soon exhausted it has not before been reprinted, partly because of the difficulty of obtaining the steel portraits. We have at last succeeded in gathering all that appeared in the original volume.

The title page bore the imprint, "Part I, Teachers and Educators. Vol. I, United States", and many other volumes were planned and announced, among them, "Eminent Teachers and Educators of the Seventeenth and Eighteenth Centuries" with what he had published of Platter, Ratich, Comenius, Locke, Francke, Rousseau and others. But only one other volume actually appeared, "German Educational Reformers" (1863), afterward republished and now in print as "German Teachers and Educators".

The steel engravings make this volume much the most intrinsically valuable of all Dr. Barnard's separate publications. The lives are lovingly written by a man who knew the men and had worked with them.

They include the following, all accompanied by steel portraits except those starred: W. A Alcott, F. A. P. Barnard, Henry Barnard, Caleb Bingham*, J. G. Carter, Ezekiel Cheever*, Warren Colburn, Francis Dwight, Timothy Dwight*, Geo. B. Emerson, Wilbur Fisk, T. H. Gallaudet, S. R. Hall, J. S. Hart, Samuel Johnson*, W. R. Johnson, John Kingsbury, Samuel Lewis, Horace Mann, Lowell Mason, Samuel J. May*, Denison Olmstead, D P. Page, H. P Peet, Cyrus Peirce, W. F. Phelps, Wm. Russell, Calvin E. Stowe, G. F. Thayer, N. Tillinghast, Emma Willard, W. C. Woodbridge*.

Cloth, 8vo, pp 536, 26 steel portraits, $5.00

Barnard's American Pedagogy

This volume was originally published as Vol. One of Papers for the Teacher. Beginning with Aphorisms on Education as an introduction, it treats of the following divisions:

Faculties and Studies.—Here are given in full Russell's "Intellectual and Moral Education;" Hill's "True Order of Studies" and "Powers to be Educated", and Wayland's "Mind—Objects and Methods of its Culture".

The Teacher.—Here are Channing's remarks in the Christian Examiner on "Education and Teaching", and Horace Mann's "The Teacher's Motives".

National and State Relations to Education.—Here are Washington's "Education a National Interest", followed by various authorities on the duty of the state to make education universal, and on the right and practice of property taxation for school purposes.

Higher Education.—Here are Bishop Potter's "Consolidation and Modifications of American Colleges", and various papers from Edward Everett, F. A. P. Barnard, Mark Hopkins, and James E. Fairchild.

Professional Aims and Methods.—Here are Hart's "What is Professional Preparation?"; Cyrus Pierce's "Aims and Methods in Training Pupil Teachers"; Tillinghast's paper of the same title; J. W. Dickinson's "Philosphy and Method of Teaching at Westfield"; Page's "Pouring-in Process"; Sheldon's "Object Teaching as pursued at Oswego", with Dr. Wilbur's severe criticism; Mason's "Physical Exercises in School", and Cudery's "Formation of Moral Character".

The reader will feel as he compares this volume with the "English Pedagogy" and "German Pedagogy" in the same series, that the American contributions are of equal value, and that its contents deserve more than a single reading. They represent the best American educational thought of the middle of the nineteenth century.

Cloth, 8vo, pp. 608. $3.50

——HENRY BARNARD'S BOOKS——

Barnard's English Pedagogy

In the preface to these admirable volumes Dr. Barnard says:

"The editor does not profess to give a connected or exhaustive view of English Pedagogy, but simply to contribute material for such a development of the subject, and at the same time to bring together a large amount of suggestive thoughts on the principles and methods of education from the successive publications of eminent teachers and writers of England, from Roger Ascham to Herbert Spencer.

"To give variety and interest to these articles, we have introduced the portraitures of the school and teacher which some of the most admired writers in the English language have drawn in prose and verse, as reflecting the popular estimate in which education and its disciples have been and are still held, and as helping to perpetuate that estimate, both in England and in this country."

The **First Series** begins with views upon the question, "What is education?" followed by memoirs of and quotations from the following:

Roger Ascham,
Lord Bacon,
Samuel Taylor Coleridge,
William Cowper,
George Crabbe,
Thomas Fuller,
Oliver Goldsmith.
Thomas Gray,
Samuel Hartlib,
John Locke,
John Milton,
Sir Wm. Petty,
William Shenstone,
Herbert Spencer,
Sir Henry Wotton.

The **Second Series** begins with papers on Endowed grammar schools; on Secondary education; a General survey of the great public schools; Greek language in the public schools; School punishments historically considered; English home life and education; and a Survey of English schools, teachers, and teaching; with similar memoirs and quotations from the following:

Thomas Arnold,
John Brinsley,
Henry Calderwood,
Dean Colet,
Daniel Defoe,
James Donaldson,
Sir Thomas Elyot,
Oliver Goldsmith,
Charles Hoole,
Samuel Johnson,
William Jolly
Thomas Babbington Macaulay,
Richard Mulcaster,
Samuel Parr,
Joseph Payne,
Alexander Pope,
Richard Herbert Quick,
Sir Thomas Smith,
Robert South,
Robert Southey,
Sir Richard Steele,
Isaac Todhunter,
William of Wickham,
Cardinal Wolsey.

Many treatises are given in full, such as Milton's Tractate on education, Locke's Thoughts on education, Shenstone's Schoolmistress, Cowper's Tirocinium, Crabbe's Schools of the borough, Goldsmith's Essay on education, etc.

Cloth, 8vo, pp. 482, 584, $3.50 each

Barnard's German Pedagogy

This volume was originally issued as a volume in the series of Papers for the Teacher, its full title being "German Pedagogy. Education, the School and the Teacher in German Literature," but often advertised by Dr. Barnard under this title: "German Experience in the Organization, Instruction, and Discipline of Public or Common Schools; with treatises on Pedagogy, Didactics, and Methodology, by Prof. Raumer, Dr. Diesterweg, Dr. Hentschel, Dr. Abbenrode, Dr. Dinter, and others." It is an entirely different volume from Barnard's "German Teachers and Educators", first printed under the title, "German Educational Reformers;" and also from the book entitled, "German Schools and Pedagogy. Organization and Instruction of Common Schools in Germany, with views of German teachers and educators on Elementary Instruction."

It begins with Goethe, and gives, with abundant quotations, the views of Rosenkranz, Froebel, Herbart, and Beneke. It gives a translation, occupying 290 pages, of the 3d volume of Karl von Raumer's *Geschichte der Pädagogik*, containing his history of systems of pedagogy, dealing in separate chapters with early childhood, history, geography, natural science, geometry, arithmetic, physical education, christianity, classical instruction, methods of teaching Latin, science and art, and education of girls. Dr. Wm. T. Harris, commissioner of education, says that the translation of Van Raumer's history of education has been for him by far the most valuable feature of Barnard's American Journal of Education, Van Raumer's breadth of view making his views of great importance.

One of these chapters, on Methods of teaching Latin, gives the methods of Montaigne, Locke, Maupertius, Gesner, Ratich, Hamilton, Topel, Jacotot, Ruthardt, Meierotto, and Jacobs.

It also gives, occupying 69 pages, Part I, "History of German Grammar, with reference to school instruction in German, from the end of the 15th century," of the article by Rudolf von Raumer, son of Karl von Raumer, in the 4th volume of the *Geschichte der Pädagogik* on Instruction in the German Language.

Diesterweg's "Catechism of Methods of Teaching" follows, with chapters on Intuitional Instruction, Reading, Arithmetic, Geometry, Natural history, Natural philosophy, Astronomy, Geography, and History; and his Guide for German Teachers, with chapters on Intuitional exercises, Drawing, Singing, and Discipline, each by a different author, including, besides Diesterweg, Hencomp, Hentz, and Abbenrode.

Papers follow by Bäcke, on Man as the subject of education; by Graser, on System of instruction for common schools, and by Wichern, on German Reform schools.

This volume has proved one of the most popular in Barnard's Library of Education, as is shown by the many editions called for. A full index makes its contents readily available.

Cloth, 8vo, pp. 648, $3.50

—HENRY BARNARD'S BOOKS—

Barnard's German Teachers and Educators

This volume was originally printed in 1863 under the title of German Educational Reformers. It was enlarged in 1878, to give more special and comprehensive treatment of the great teachers, educators, and organizers of school systems in Germany, from the 6th to the 19th century.

The special value of this volume lies in the fact that the papers were largely prepared for Dr. Barnard through arrangements he made at London in 1854 with the delegates to the Educational exhibition, and are furnished from official sources and official sanction. Many of them are translations from articles in Schmidt's Pädagogische Encyclopädie and von Raumer's Geschichte der Pädogogik not elsewhere to be found in English. R. H. Quick wrote of the series of which this book is one: "Those who know the wealth of German paedeutical literature often lament the poverty of our own. But many a man has hunted for the spectacles on his forehead; and many a reader has groped about in the twilight of a foreign language for what he might have seen in the broad daylight of his own."

It begins with Early Christian teachers, 696-1300, including Charlemagne and Alcuin; speakers of the Hieronymians, 1340-1500; Wessel and Agricola; and gives chapters to Erasmus, 1467-1536, Reuchlin, 1455-1522, Martin Luther, and Melanchthon.

Under the head of Founders of Schools and Methodology in the 16th century, it treats of Trotzendorf, Sturm, Neander, and the Jesuits; and as Educational Reformers of the 17th and 18th centuries it tells of Ratich, Comenius, Duke Ernest the Pious, Franke, Hecker, Basedow, and von Rochow.

Gesner, Ernesti, Hamann, Herder, Wolf, and Heyne are grouped as Reformatory Philologists; and Frederick II and Maria Theresa as Organizers of Elementary Instruction.

There are chapters on the Influence of Luther's ecclesiastical revolution, and on Results in the present German systems of public instruction, elementary, secondary, superior, special, and professional; also on von Felbiger and Kinderman.

Many treatises are given in full, such as von Raumer's The Hieronymians, Eminent teachers in the Netherlands, the Schlettstadt school, Education in periods of peace and war, Progressives of the 17th century, Real schools of Germany, the Philanthropinum; Luther's address to the councilmen of all the towns of Germany: Sturm's Course of instruction, with interesting illustrations of his methods: the Jesuits' Constitutions respecting instruction, 1658: and Frederick II's letter on Schools and seminaries for the instruction of youth, etc. There are also sufficient extracts to give an excellent idea of many of the most important writings referred to. It was characteristic of Dr. Barnard to give the original sources of historical knowledge, and that is manifest here.

The statistical tables are numerous, and there is an interesting diagram of the arrangement and connection of studies in the public schools of Vienna.

Cloth, 8vo, pp. 730, $3.50

Pestalozzi and his System

No man did more to make the work of Pestalozzi known in America than Dr. Barnard. In Vol. III of the Journal he published von Raumer's Life of Pestalozzi, and Vol. VII is nearly half devoted to translations of Pestalozzi's writings, still the most complete exposition of them in English. One of the earliest and the most valuable of all his separate books was "Pestalozzi and Pestalozzianism," of which a small edition was published in 1860. The edition was soon exhausted, and he planned an extended reprint under the title "Pestalozzi and Swiss Pedagogy".

This second book was however never printed, and meantime he had accumulated so much more material about Pestalozzi, that this book is issued with a title slightly different, to distinguish it from the book that was published, containing about two-thirds of the matter here given, and from the book announced but not published. This volume contains every thing about Pestalozzi that Dr. Barnard gathered, and is much the most complete exposition of the man and of his work that has appeared.

Except the portrait, p. 514, the illustrations were not a part of Dr. Barnard's plan, and have been added from various sources. Those of places are mainly from the lithographs in Christoffel's "Pestalozzis Leben und Ansichten" (Zürich, 1846). The two pictures of the school at Stanz, differing in detail but not in character, are familiar. While the portrait on p 512 is well known and was the one chosen by Dr. Barnard, two others are given on page 6, one of them from Biber's "Henry Pestalozzi" (1831). Of this William Woodbridge says in the Annals of Education (i 597): "We regret that the portrait should present us with the mere remains of Pestalozzi. We are so fortunate as to possess a better one, whose correctness we have known from personal intercourse with this amiable man."

The sketches of the introduction of Pestalozzi's principles in various countries will be found interesting, especially the controversy in the the United States to which the Oswego movement gave rise, both sides of which are here given with some fullness.

Cloth, 8vo, pp. 752, 14 portraits and illustrations, $3.50

——HENRY BARNARD'S BOOKS——

Von Raumer's German Universities

This is a translation by Frederic B. Perkins, librarian of the Connecticut Historical Society, of the fourth volume of Von Raumer's *Geschichte der Pädagogik*, the preface of which begins as follows:

"The reader here receives the conclusion of my work.

"It is a contribution to the history of the universities. When I commenced it, I hoped confidently to make it greater; but in proportion as I gained an insight into the difficulty of the enterprise of writing a complete history of the German universities, my courage failed. Many of the difficulties which the historian of the German people has to overcome, are here also found in the way, and in much increased dimensions.

KARL GEORG VON RAUMER
1783-1865

"If all the German universities possessed the same features, if the characteristics of one of them—important modifications excepted—would stand for all, then the task of their historian would, apparently, be quite simple. But how different, and how radically different, are the universities from each other.

"To these difficulties, in the way of the historian of all the German universities, is added this one, that the most important sources of information fail him; as we have, namely, but few competent histories of single universities—such, for example, as Klüpfel's valuable '*History of the University of Tübingen.*'

"What I have added under the name of 'Academical Subjects', is also a contribution to history; for the reason that these treatises will, of necessity, not be worthless for some future historian of the present condition of our universities."

Cloth, 8vo, pp. 356. $2.00

Von Raumer's Education of Girls

This is a translation of the article on the education of women in the author's *Geschichte der Pädagogik*, and deals with family life, instruction, marriage, remedying defects in early education, religous and moral culture, and in detail with the various subjects of the curriculum. Much is said of music, both vocal and instrumental, and the book is a summary of sensible and practical advice, most of it as applicable now as when it was written.

Cloth, 8vo, pp. 74. $1.00

Kindergarten and Child Culture Papers

This volume, published for the American Froebel Union, is a veritable Kindergarten cyclopaedia. It contains Froebel's autobiography and letters, Lange's reminiscences, Barop's Critical moments in Froebel's institutions, Marenholtz-Bülow's Child and Child Nature, the Frankfort report of 1869, papers at the Brussels congress of 1880, and a series of papers on kindergarten work in different countries, by Elizabeth Peabody, Mrs. Horace Mann, Susan E. Blow, Dr. Wm. T. Harris, Felix Adler, R. Heber Newton, and others.

FREDERICK FROEBEL

There is also an historical and illustrated account of improvement in manuals and methods, from the days of the old A-B-C books and the New England primer, Charles Hoole's Petty Schoole of 1659, Coote's English Schoolmaster, Comenius's Orbis Pictus, Diesterweg's German Teacher's Pathfinder, and Dr. Busse's Intuitional teaching.

Von Fichte's National Education demanded by the Age is translated in full, and there are sketches of Diesterweg, Middendorf, and others.

Mrs. Marenholtz-Buelow's Child and Child Nature is particularly valuable. It deals with the child's relations to nature, to humanity and to God; its first developments: early childhood, pecularities of Froebel's methods; the mother and her nursery songs; earliest development of the limbs; etc. In many ways this is the clearest exposition of the kindergarten anywhere to be found.

Miss Peabody's history of the growth of the kindergarten movement in America is extremely interesting. There were articles on Froebel in Barnard's American Journal in 1856 and 1858, and Miss Peabody established what she thought to be a kindergarten. But in 1867 she went to Germany to see the kindergartens established by Froebel himself, and found that she must abolish her own work and proceed on new lines. So preparation was made for Mrs. Kraus-Boelte, Mrs. Pollock, Dr. Hailmann, and others, and the kindergarten movement was established on a sound and firm basis.

Dr. Barnard has not hesitated to treat of the criticisms that the kindergarten has aroused. Mme. de Portugall's paper at the International congress of 1880 is given in full, and Miss Manning's Some difficulties and encouragements. President Hunter tells the causes of its failure and subsequent success in the New York Normal college. But as a whole the papers here are most encouraging, and afford a bulwark of defence and assistance to kindergarteners everywhere.

Cloth, 8vo, pp. 799, $3.50

——HENRY BARNARD'S BOOKS——

Barnard's Studies and Conduct

This is a volume of letters, essays, and thoughts on True Student Life, a secondary title by which the book is sometimes known. There are letters to sons or other relatives at school by Sir Thomas Wyatt, Sir Henry Sidney, Sir Henry Bodleigh, and Sir Matthew Hale; thoughts on the conduct of life by Bishop Hall, Bishop Taylor, Dr. Fuller, and Dr. Barrow; and views of a liberal education by Lord Chesterfield, Lord Chatham, Lord Brougham, John Locke, and Niebuhr.

Chapters are given to conversation, to neglected education, to self-education, to travel and manners and money and wisdom—all by such writers as Bacon, Whately, Swift, Macaulay, von Humboldt.

There is a chapter on what to read and how to read, and another of hints on reading, selected from many authorities, with references by page, of much value to the teacher in class, as well as to the student.

A fourth of the volume is given to the education of women, with St. Jerome's Letter to a Roman matron, von Raumer's treatise on the education of girls, and extracts from Sir Thomas More, Admiral Collingwood, Mackintosh, Jameson, and Dupanloup.

The last fourth of the volume is given to English pedagogy of the 19th century, with the views of Bishop Temple, Robert Lowe, Gladstone, Donaldson, Hodgson, Faraday, Airy, Herschel, Whewell, Sir William Hamilton, Charles Stuart Parker, Max Müller, Goldwin Smith, Lord Houghton, Arthur Henfrey, Prof. Hooker, Huxley, Owen, Paget, Cuvier, Ackland, Tyndall, Wilson, John Stuart Mill, Froude, Carlyle, Macaulay, and Cardinal Newman. There is also an introduction on What is Education, giving the views of distinguished authors.

Cloth, 8vo, pp. 552, $3.50.

Barnard's Aphorisms on Education

This is a translation of Dr. J. F. T. Wohlfarth's *Pädgogisches Schatzkästlein*, the full title of which in English is "The pedagogical treasure-casket; a theory of education set forth in the most remarkable expressions of the wise men of ancient and modern times." The matter is arranged under the following heads: I. Man, his dignity and destiny; II. Education its nature and value; III. Parents and teachers, their duties; IV. Early training, home education; V. Obedience to parents; VI. Female education; VII. Intellectual culture; VIII. Subjects and means of education, including language, science, geography, history, mathematics, philosophy, books, poetry, music; IX. Religious instruction; X. Discipline; XI. Example.

It will be seen that the classification enables one to turn at a glance to the best things that have been said upon the most important topics in education. There are quotations from 205 named authors besides those from collections that are anonymous.

Cloth, 8vo, pp. 302, $1.50

Locke's Conduct of the Understanding

This is an inexpensive edition expressly for class use, with valuable notes and an index. Whatever the text-book in psychology used, students would benefit by having at hand this exposition of the doctrines of realism and individual rationality, "the first attempt on a great scale, and in the Baconian spirit, to show the certainty and inadequacy of human knowledge." The Encyclopaedia Britannica says: "Locke's function was to present to the philosophical mind of the modern world, in his own 'historical plain method,' the largest assortment ever made by any individual mind of the actual facts of sense consciousness and rational consciousness in man."

JOHN LOCKE, 1632-1704

Paper, 8vo, pp, 80, 25 cts.

Barnard's Object Teaching

This work was originally published as Papers for the Teacher, Second Series, and the full title is "Object Teaching and Oral Lessons on Social Science and Common Things, with various illustrations of the principles and practice of primary education, as adopted in the model and training schools of Great Britain."

Part I gives an illustrated sketch of school-houses in Great Britain, and includes a treatise on Object teaching by Thomas Morrison of Glasgow, with notes of lessons from various authors; Stow's Gallery Training Lessons; Prize Schemes for the encouragement of a knowledge of common things among teachers, by Prof. Sullivan and Lord Ashburton; Necessity and Progress of elementary instruction in Social Science, by Charles Knight; and Subjects and Methods of Teaching with reference to the Prevention of Misery and Crime, by Edward Campbell Tainsh.

Part II contains Progress of Elementary Education in Ireland; Subjects and Methods of Primary Education as presented in the Model Infant School, Dublin, by Thomas U. Young; and Organization and Instruction of the ordinary National schools.

Part III contains Progress of Elementary Education in Scotland; Currie's Subjects and Methods of Early Education; Methods, by John Morrison; and a lesson on Color.

Part IV contains Progress of Elementary Education in England; an account of the British and Foreign School Society; and the Manual of the system of Primary Instruction in the Model Schools of this society.

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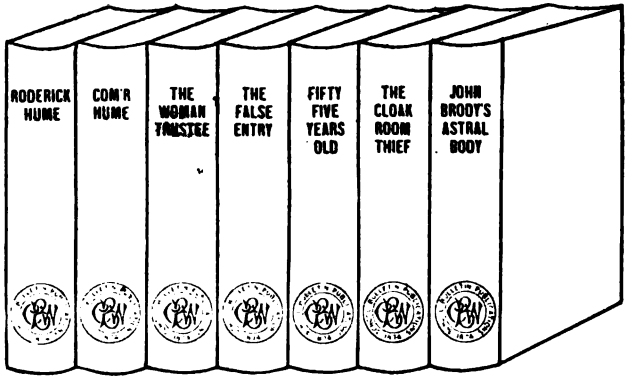

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Hitherto his biography could be obtained only in the three enormous volumes of 2,000 pages by Robert Southey; but Dr. Meiklejohn, who occupies at St. Andrews the chair Dr. Bell founded, has written this memoir, which is as sprightly and interesting as the big compilation of Southey's is dreary and dull. He tells of Dr. Bell's college life, of his going to Virginia to be a tutor; of his shipwreck on his return voyage; of the duel he fought, when, being short-sighted and excitable, he fired at the seconds instead of his opponent; of his being offered $2,500 to vote for one candidate and immediately voting for the other; of his journey to India, where he was put in charge of an orphan school for boys; of his difficulty in finding teachers, and his discovery of the plan of mutual instruction; of the enormous success that this plan met with, first in India, and afterward in Great Britain and throughout the world.

Incidentally Prof. Meiklejohn tells much of the state of education at the time Dr. Bell began to introduce his system, when in Ireland for instance, the boy who had written the best copy was ordered by the master to pull the hair of the boy who had written the worst, and so to do until they arrived at their seats in the school again. It was one of Dr. Bell's correspondents who speaks of the death of a schoolmaster in Swabia who had superintended a seminary 51 years with severity; had given 911,500 canings, 124,000 floggings, 209,000 custodies, 136,000 tips with the ruler, 10,200 boxes on the ear, 22,700 tasks by heart, 700 stands upon peas, 600 kneels on a sharp edge, 500 foolscaps, 1,700 holds of rods.

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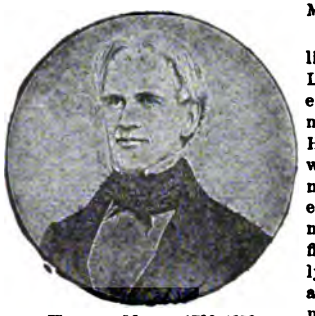

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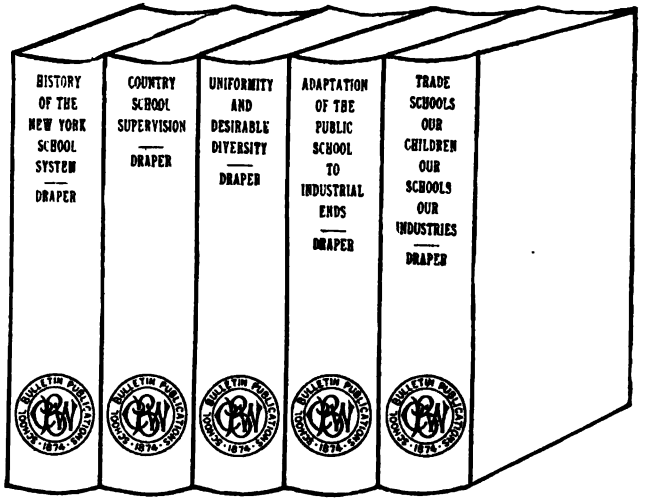

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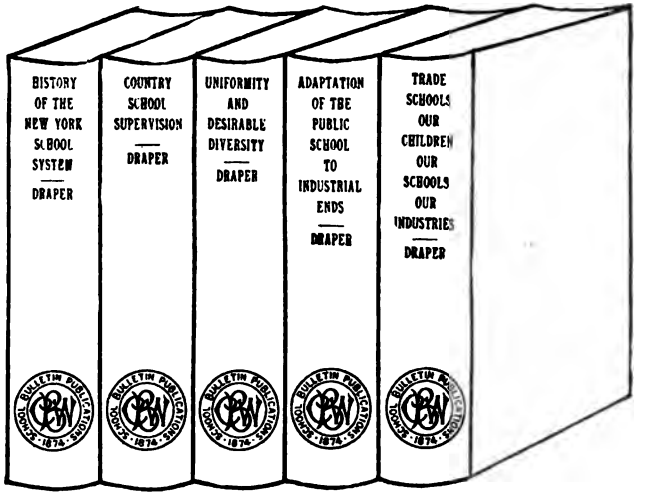

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Old and New in School Discipline

1. School Government: a practical treatise, presenting a thorough discussion of its facts, its principles, and their applications; with critiques upon current theories of punishment and schemes of administration. By FREDERICK S. JEWELL. Cloth, 12mo, pp. 308, $1.00.

For thirty years this was the standard work upon school discipline, and it is still an authority recognized wherever former methods of discipline prevail. It considers it the first duty of the teacher to maintain order, at whatever cost, corporal punishment included. It is judicial, fair, kindly, wise in treatment of the subject, and no teacher can read it without profit.

2. The Control of Pupils. By ARLAND D. WEEKS. Cloth, 16mo, pp, 51. 50 cts.

This describes the new theory of discipline, under which the teacher speaks to the pupils not of "my school" but of "our school". It is eminently a common-sense treatment of the subject. It tells what good order is, and gives a broad meaning of control that involves something more than what used to be understood as discipline. It is based on Macaulay's remark that a government which attempts more than it ought will perform less. Prof. Edwin F. Bacon of the Oneonta normal writes: "Books on methods of teaching and government have always been dry reading for me, but every sentence of this treatise is full of life and suggestion to the thoughtful teacher. It goes deeper into the character of the school child than anything else I remember to have read."

3. Practical Suggestions in School Government. By JAMES H. PENNIMAN. Paper, 16mo, pp. 21, 15 cts.

This also is in the line of the new method of discipline, and is distinctly helpful.

4. School Amusements; or how to make the school interesting Embracing simple rules for military and gymnastic exercises, and hints upon the general management of the school-room. With engravings. By N. W. T. Root. Cloth, 12mo, pp. 225, $1.00.

The author believes in keeping pupils in order by keeping them pleasantly busy, and gives a great many suggestions.

Books on Methods of Teaching.

1. On the Province of Methods of Teaching. By J. H. Hoose. Cloth, 16mo, pp. 376. $1.00.

Col. Parker calls this "the best book for study ever written by an American". Commissioner Wm. T. Harris says: "I consider your position to be eminently sound, and your views everywhere thoughtful and suggestive of thought, and as such a work I hope to see it in the hands of all the teachers of our land." F. Louis Soldan says: "The author has given us a most valuable work, which will introduce the student to a deeper insight into the history of education."

2. The School Room Guide, embodying the instruction given by the author at Teachers' Institutes in New York and other States, and especially intended to assist Public School Teachers in the Practical Work in the School-Room. By E. V. DeGraff. 16mo, pp. 396. Manilla, 50 cts.: cloth, $1.50.

As distinguished from others of the modern standards, this is a book of *methods* instead of theories. It tells the teacher just what to do and how to do it; and it has proved more practically helpful in the school-room than any other book ever issued.

3. The Theory and Practice of Teaching. By David P. Page. 16mo, pp. 448. Manilla, 50 cts.; cloth, $1.00.

Of these two last books it is perhaps enough to say that after being adopted in 1895 by the State of New York as the text-books upon which the uniform examinations for teachers were based, *they were re-adopted for 1896*, showing how thoroughly practical and helpful they had proved.

4. The Teachers' Institute; or Familiar Hints to Young Teachers. By Wm. B. Fowle. Cloth, 12mo, pp. 258. $1.00.

This standard work gives methods in all the common subjects, with lectures on the uses and abuses of memory, the monitorial system, the opening and closing of school, emulation and discipline, etc.

5. Methods of Teachers' Institutes, and the Theory of Education. By Samuel P. Bates. Cloth, 12mo, pp. 75. 75 cts.

A well-known book, with many suggestions that are still valuable.

6. Methods in Common Branches. A book for the Common School Teacher. By C. B. Van Wie. Cloth, 16mo, pp. 197. 75 cts.

This treats of Method in Education, and Methods in Arithmetic, Language, Geography, U. S. History, Physiology, Practical Talks, etc. It is practical and directly helpful.

For Methods in special subjects see our catalogue-pages on Helps in Teaching Arithmetic, Higher Mathematics, Geography, History, Elementary Language, English Grammar, Foreign Languages, Literature, Reading, Penmanship, Physical Science, Physical Culture, etc.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Cornell Study Bulletins for Teachers

1. Laboratory Exercises in Art Appreciation. By Prof. Charles De Garmo. Cloth, 8:36, 5 illustrations. 40 cts. net.

1. To encourage and in some sense to guide teachers, and through them their pupils, in quickening and enlarging the sense of the beautiful in nature and in pure and applied art.

2. To utilize for this purpose the best available literature of the subject.

3. To make the study concrete and interesting by means of laboratory work with pictures, first contemporary then historical.

The pictures used are Spiegle's "Brewing Mischief", illustrating unity in variety; "Diana of Gabii", a study in gracefulness; "And when did you last see your father?" a study in expression: Millet's "Gleaners", a study of the universal in the particular; and "Psyche, the Soul", a study in the revelation of self.

2. Guide to High School Observation. By Prof. G. M. Whipple. Cloth, 8vo, pp. 42, 40 cts. net.

The primary purpose of this bulletin is to serve as a guide to the observation of high-school teaching now required of college students of education in the State of New York. It will serve equally well, however, for all such visitation elsewhere, whether by candidate, principal or superintendent, and it will enable all young teachers to check up and improve their own work.

In the State of New York to qualify for the College Graduate Certificate each candidate is required to spend twenty hours in observation of school work actually in progress. It is desired that a record of each visit of observation be made in a permanent note-book.

It is, of course, not expected that all of the questions can be answered for each exercise observed, but in a series of visits the attempt should be made to cover as many points as possible. It is suggested that a copy of this guide should be at hand during each observation, and that the points upon which observation is made be checked off at the time in such a way that the guide can afterward be used in writing up the note-book.

Helps in Reading and Speaking

1. *Old Stories Retold.* By PAUL BINNER. With 59 Original Illustrations. Boards, 16mo, pp. 64, 25 cts.

This is the first of a series of books for supplementary reading, and will be found unusually interesting to children. It contains seven of the old-time favorites that have entered into the heart and the literature of the world, given in entertaining language, while the pictures will make the child's heart leap for joy. Send for a copy.

2. *The Hamilton Declamation Quarterly.* Edited by Professors OREN ROOT and BRAINARD G. SMITH, of Hamilton College. Per number, 30 cts. Per year, $1.00. Vol. I, now ready in cloth, 16mo, pp. 337, $1.00.

This is a collection of pieces not simply compiled, but *edited for use*, after the style that has made Hamilton College famous as a school of oratory. The fresh and varied character of the selections makes the numbers excellent for supplementary reading.

3. *The Sentence Method of Teaching Reading.* By GEORGE L. FARNHAM. 3d Edition, from New Plates. Cloth, 16mo, pp. 50. 50 cts.

As the word method was a step above the alphabet method, so the sentence method is a step beyond the word method. "The unit of thought is the sentence," and if the child considers the words as units in learning to read, he must unlearn his habits of reading in order to read naturally. Mr. Farnham shows how much more easily children will learn to read, and how much better they will read, where this method is employed. The book is in general use all over the country—in Col. Parker's Cook County Normal School, among others. It is especially valuable for teachers' institutes.

4. *A Practical Delsarte Primer.* By Mrs. ANNA RANDALL-DIEHL. Cloth, 16mo, pp. 50 cts. Simple, and contains a series of twelve admirable charts.

5. *A Manual of Elocution.* By JOHN SWETT. Cloth, 12mo, pp. 300. $1.50. Simple and sound, with abundant practice.

6. *Manual of Parliamentary Practice.* By W. H. GORE. Cloth, 16mo, pp. 112. 50 cts. Send for special circular.

7. *Arbor Day Manual.* By CHARLES R. SKINNER. Cloth, 8vo, pp. 475. $2.50.

This was compiled as an aid in preparing programmes for Arbor Day exercises, and contains choice selections on trees, forests, flowers, and kindred subjects, particulary adapted for reading-classes.

8. *Memory Gems.* By GEO. H. HOSS. Paper, 16mo, pp. 40. 15 cts.

9. *Memory Selections.* By CHARLES NORTHEND. 24 manilla cards in a Box. Three series, Primary, Intermediate, Advanced. Each, 25 cts.

10. *The Table is Set.* A Comedy for Schools, from the German of Bendix. By WELLAND HENDRICK. Paper, 16mo, pp. 30. 15 cts.

11. *A Glimpse of Grammar-Land.* A Farce. By M. FRANCES BROWN. Paper, 8vo, pp. 24, 15 cts.

This is perhaps the mort amusing and appropriate play for a school-exhibition ever written. It is interleaved, and contains the music in full.

C. W. BARDEEN, Publisher, Syracuse, N. Y

Cornell Study Bulletin No. 3

3. *Questions in Educational Psychology.* By Prof. G. M. WHIPPLE. Cloth, 8vo, pp. 100, 75 cts.

This bulletin is intended for use by students in normal school and university classes in psychology, both general and educational, or by teachers who are preparing themselves for examinations in psychology.

It is comprised of several hundred questions, systematically classified, and accompanied by chapter or page references to fifteen standard text-books.

These questions are the outgrowth of an attempt on the part of the author to supply his students with a means for checking up their progress in psychology, and for ensuring their intelligent assimilation of the material supplied by lectures, readings, or classroom discussions.

This quiz-list does not attempt to impose any particular system of psychology, or to imitate the order of presentation of any one of the texts cited for references, but can be utilized with any system or any text-book. The questions are designed, not to put a premium on the memorizing of text-book statements and definitions, but to stimulate the student's interest and compel his active thought and attention, as well as to afford a means for the definite testing of his understanding of psychology.

The Sentence Method in Reading

"'Can you explain teaching by the sentence method for me?'

"Yes, I could, but scarcely at this distance, with limited time and space. If you will send to C. W. Bardeen, Syracuse, he will mail to you 'The Sentence Method', by George L. Farnham. * * *

"The little boy of nine, who 'calls all unknown words *andah*', presents an interesting child study. He simply does not know how to read, but feels called upon to 'make an effort', as Dickens would say. Take the book from him. Put a brief, simple sentence on the board and ask him to get, silently, without moving the lips, the thought, expressed by the words, and to signify by a raised hand when he is ready to give it. Let the sentence be perhaps, 'I have a book.' When he is ready to read it you will find he is broken of the *andah* habit. The little book to which I have referred will do much to help you. * * * The author has a clear idea of how reading should be taught and he gives explicit directions to teachers how to use the sentence method. Teachers who have not this little book know not its value. It is a gold mine for the primary teacher."—*Popular Educator.*

"One of the ablest and most important of recent contributions to pedagogies."—*Ia. Normal Monthly.*

There is not a useless line in the fifty pages of this little manual. For all teachers of reading, but especially for teachers of lower grades, this brief treatise will be almost invaluable. 'The unit of thinking is a thought, and therefore the unit of expression is a sentence.'"—*Va. School Journal.*

"This book gets down to the basic principles of teaching reading, and is a genuine relief from the ordinary twaddle which merely skims the surface of a great subject. Here are some of the subdivisions discussed, sufficient to indicate the value of the manual: Definition of Reading; Silent, or Eye Reading; Oral Reading; Writing; Practical Hints; General Preparation; Subject Matter; Correcting Mistakes; General Suggestions."—*Southern School.*

"An exposition for teachers of this new and important innovation in elementary instruction, which is now making its way so rapidly in the schools that its opponents will soon be in a feeble minority. It has been tested by the most scientific teachers in the world, and has been found to have very marked advantages, which are well set forth here in compact compass, together with the methods of application to class work."—*Springfield Republican.*

"The sentence method is used by many of the best teachers of our country. In a recent educational tour I was delighted to see by how many it is employed, and with what fine results. A principal of one of the large graded schools in a capital city, informed me that the reading of pupils taught by this method had been 'phenomenal' through all grades of this school. This method rests upon eternal principles; therefore it must produce satisfactory results, if the teachers employing it are big enough for it."—*Granby Hayes* in *New England Journal of Education.*

Cloth, 16mo, pp. 55, 50 cents

——THE SCHOOL BULLETIN PUBLICATIONS——

Libby's Reading for Training Classes

For years we have been obliged to reply to the inquiry for something to help prepare for the regents examinations in Reading, "No book is published which meets the requirements." This manual has been prepared expressly for this purpose. It follows the Syllabus closely, and gives clear and definite exposition of Emphasis, Slur, Pich, Quantity, Force, Quality, Inflection, Cadence, Phrasing, and other technical terms, with abundant illustrations It treats fully of Articulation, Enuciation, Accent, Gesture, Posture. It deals comprehensively with Material for the different grades, with lists of appropriate books. It gives directions for Primary Reading, with special treatment of the various Methods, Synthetic, Word, Sentence, Phonic, Phonetic, Word Building, Object, Group, Alphabetic, Rational, etc., so often called for in examinations. Under Intermediate Reading it deals with Word Study, Thought Getting and Giving, Correcting Errors, and Expressions. Under Advanced Reading it discusses Concert and Silent Reading, and Position. It offers chapters on Word Study, Spelling, and Penmanship.

Throughout everything is presented in perspective. A topic outline occupies pages 12-15. One of the distinctive features of the book is the abundance of illustrative sentences, which not only are apt but are drawn from distinguished sources, often with the name of the author, so that the pupil has good models before him.

There are discussions of such topics as Fairy Tales, Myths, and the like, and the manual throughout suggests thought and leads to formation of individual opinion. Its author has had experience as a teacher of teachers, and she has given here the work that has grown up in the class room and developed by actual use. It will not only prepare a class for examination, but it will broaden the minds of the pupils and make them better students of other subjects.

Cloth, 16mo, pp. 187, 50 cts.

Bell's Expressive Reading

How often teachers say, "I do not obtain good expression in my reading classes." It is not lack of knowledge that expression is necessary or of effort to secure it, but of knowing just how to go to work to secure it.

The author of this manual while principal of a ward school and afterward superintendent of schools in Racine, Wis., gave much attention to this subject, and was unusually successful there in securing expressive reading. In this book he has given here in detail the principles and processes by which he secured from his pupils appreciation and expression. Every plan outlined or suggestion made is the results of classroom tests.

To the teachers of New York he has made this manual especially helpful by arranging it grade by grade, in the form of comment upon the elementary syllabus in reading issued by the State education department, and he has inserted as illustrations the 80 selections there required for memorizing. The book becomes therefore indispensable in schools which are using this syllabus.

But the purpose of the book is broader than this. It aims to help teachers of reading everywhere, by making the reading class more interesting and its results more manifest. A chapter is given for the work of each grade, with full directions for conducting the class recitations, new features for word drill, phonics and seat work for the pupils.

The poems to be memorized are of great value, selected as they are by experts from the literature of English speech. They are given in full at the end of the chapter for each grade. Ample directions are given as to the manner of preparation of these poems by the teacher before presentation to the class In some cases, the plan of class presentation in regard to dramatization, expression, and emphasis is worked out in detail by the use of one of the required poems.

The author believes pupils should read as well as they speak in common conversation, and the aim is to show how this may be accomplished.

Price 60 cents, net

C. W. BARDEEN, Publisher, Syracuse, N. Y.

——THE SCHOOL BULLETIN PUBLICATIONS——

Black's Graded Readers

This First Reader continues the plan of the Primer of this series. It presents little stories and conversations upon the interests and activities of child life.

All *language exercises, science lessons, color and form study*, etc., so frequently found in readers of this grade, have been purposely omitted; though many of the lessons incidentally give valuable information.

The *art of reading* is the first and most important art to be acquired in childhood, and it should be treated independently.

Toward the end of this book a few biographical stories of great Americans have been introduced. Other stories of the same persons, and stories of others, all carefully graded, are added in the following books, thus making the biography of great men and women of our nation a prominent feature of the series.

The vocabulary of this book is of the choicest character, and the grading is unexcelled.

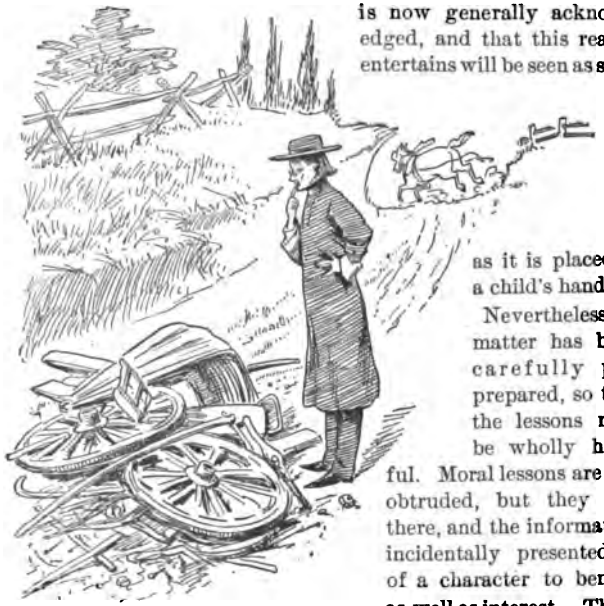
Other noticeable features are the *attractive subjects, excellent illustrations, short sentences, natural composition*, and *general neatness* of the pages.

After all the prime test of reading books for children is whether pupils enjoy reading them. Are the sentences natural? Are the pictures attractive? Are the little stories interesting? The question is not whether the book gives the teacher information, but whether the child likes it. Dr. Johnson said the successful fisherman baited his hook not according to his own taste but according to the taste of the fish. This book will be found to accord with the taste of the children, and yet it is built on sound lines and forms part of a wise and definite plan. Try it and see.

Cloth, 16mo, pp. 107, 25 cents net

Black's Graded Second Reader

That an elementary reader should entertain rather than instruct is now generally acknowledged, and that this reader entertains will be seen as soon as it is placed n a child's hands.



Nevertheless the matter has been carefully prepared, so that the lessons may be wholly helpful. Moral lessons are not obtruded, but they are there, and the information incidentally presented is of a character to benefit as well as interest. There are brief sketches of Lincoln, Franklin, Webster, Whittier, Washington, Fulton, Benjamin West, Daniel Boone, Edison, and Oliver Wendell Holmes. In the last, there is an outline of his "One Horse Shay", with the picture given above.

Especial effort has been made to free the pages from all matter that might retard the perception and association of words in sentences. To this end the author has consulted many teachers on the character of the subjects, the effectiveness of illustrations, the arrangement of type, and the quality of the paper. It is believed that this book represents the very best combination of all these that can be produced.

Cloth, 16mo, pp. 155. 30 cents, net

Black's Graded Third Reader

When the subject permitted care has been taken in this reader to give the illustrations a touch of humor, always so welcome and so helpful to the child. The one here reproduced, for instance, from the story of "The Town Singers" (page 43) is one of the four pictures given, and all of them appeal to the child's sense of fun, so that he will turn back again and again to this story.

The especial thought in this reader is to enlarge the child's vocabulary by repeating words in many different relations.

Facility in the use of a good vocabulary is the most valuable requirement in the early years of school life. Children learn the ordinary application of a large number of words very early in life, and these are the words they should learn to read fluently, before extending their vocabulary in the fields of literature and science.

The subjects have a high moral tone without being didactic, the children becoming the unconscious judges of character.

There are "Suggestions to Teachers", giving exercises recommended for elocutionary drill, to be studied after the pupils have read through the reader, including a well-known anecdote of the painter Stuart, "The Pauper's Drive" and a selection from "Spartacus and the Gladiators". The child has now reached a point where he may begin to take pride in reading effectively and there is much in this book to stimulate and develop the desire to read well orally.

Cloth, 16mo, pp. 212. 35 cents, net

Supplementary Readers

1. Old Stories Retold. By PAUL BINNER. With 59 original illustrations. Boards, 16mo, pp. 64. 25 cts.

"I gave it to a little boy, and it has been read and re-read, and it is still going the rounds delighting the little folks. Please send me a dozen copies for my teachers, and charge with the new histories."—Sup't *I. E. Young*, New Rochelle, N. Y.

"These stories are a source of great delight to the children. When the story of the 'Seven Little Goats' was first published in the Bulletin, I cut it out and carried it to a little boy living next door. He was so much pleased with the story that he immediately read it through seven times."—*Myra L. Ingalsbee*, School Commissioner, Randolph, N. Y.

"There is as much study in the pictures as in the print, and I know the very boy to whom to give it."—*George A. Cooper*, School Commissioner.

"On reading them I was carried back to my boyhood days, and for a brief time, was listening to my mother again telling the story of Jack and the Bean-Stalk. * * * I am sure the children will thank you for printing books that they can read and understand. If I ever dictate a school library, books for the *little* children will be found in it."—*Francis S. Godfrey*, School Commissioner, Waterloo, N. Y.

2. The Little Old Man. By C. W. BARDEEN. Cloth, 16mo, pp. 81. 50 cts.

"The story of a little girl who tried to teach her mother how to behave. It is only a morsel of a book, and can be read through in twenty minutes, but the twenty minutes will be well spent."—*Sunday School Journal.*

"Happy are the little folks whose pictures make such an attractive frontispiece to this little book, and who have such an Uncle Charley to tell them such a nice story about the Little Old Man, and the school for illiberal mothers. Likewise happy are all readers, both old and young, who are permitted to share the story with them. It is just the thing for the 'children's hour', when the little ones are getting quiet and ready for something at once bright and restful before they say 'Good-night'."—*Public Opinion.*

"The heroine is Nisby, a girl of seven, who is extremely fond of having her own way and much dissatisfied with her mother for declining to let her have it. A mysterious little man offers her the position of chief teacher in the school for illiberal mothers, and she sets out to give her mamma a lesson. The latter meekly submits when Nisby suggests more dessert, a walk in the hot sun and a ride on the elephant in Central Park, but poor Nisby comes home with such a headache that she resigns her position and lives contented and obedient ever after."—*Springfield Republican.*

3. The Young Scientist. By HERMAN F. HENGER. 16mo, pp. 189, illustrated. Manilla 50 cts.; Cloth 75 cts.

This puts in the form of a story the work done by an Agassiz Association of school children that undertook to explore the neighborhood of the school with reference to elementary geological formations. It is so pleasingly told that it can hardly fail to inspire similar action in schools where it is read to great profit.

—THE SCHOOL BULLETIN PUBLICATIONS—

King Kindness and Other Stories

HELEN WELLS

These eight stories have grown out of the work of the author in the public schools of Syracuse as an officer of the Bands of Mercy and of the Society for the Prevention of Cruelty to Animals. She felt that the principles of these organizations could be taught better by illustration than by precept; and as she could not find just the stories she wanted to use, she began to write stories herself, and tell them to the children. They took at once with the children, who listened to her with enraptured attention, and it is by request of the teachers of Syracuse that these stories are now published in book form.

They are fairy tales, and as such appeal to the interest and the imagination of children. But they deal with nature—with flowers and birds and animals, even with the clouds and the breezes and the months. The titles show the variety of topics: "King Kindness and the Witch", "Mother Nature's House-Cleaning", "The Naughty Raincloud", "The Story of the Lilies", "What the Maple Sugar Said", "Daisy's Trip to Fairyland", "The Trouble in Flowerland", "How Breeze became a Detective".

That they are fascinating to children has been abundantly proved, but they are also wholesome and stimulating. They inspire sympathy with nature in all its forms, and kindness to all animate beings. For supplementary reading in school, and for the home circle nothing more attractive or helpful has ever been written.

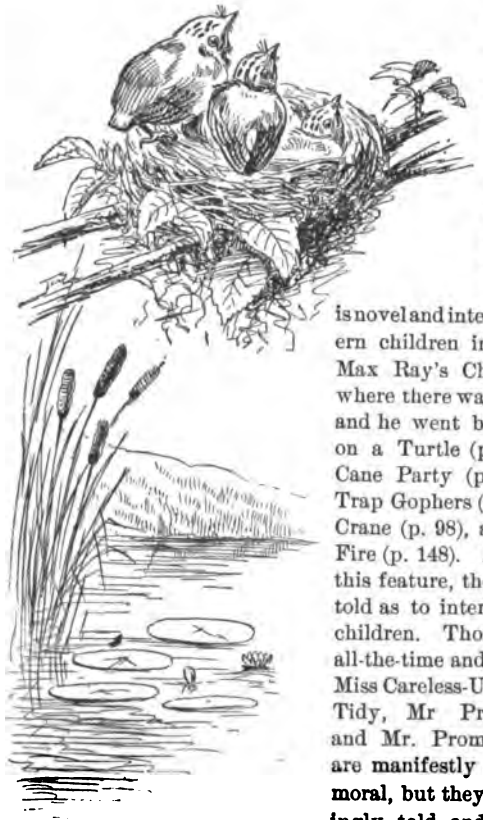
Their attractiveness is increased by an abundance of illustrations by Louise A. Shrimpton, who has not only caught the characteristic poses of childhood, but has also shown a happy imagination in giving form to the breezes and the clouds, as well as to flowers and birds and animals. If you want to make your children happy, give them this book.

"They are charming fairy-stories, founded on nature facts, and designed for supplementary reading in schools. They have been daintily illustrated by just the kind of pictures that appeal to children."—*Syracuse Post-Standard.*

"A splendid collection of clean, bright stories, suitable in every way for children. They cannot offend the taste of the most fastidious parent or teacher; on the contrary, they will be cordially welcomed into every household, kindergarten, and school. There is a freshness and spontaneity about them which is charming and which cannot fail to appeal to the older as well as the younger generation. * * * All the mysticism and charm of the ancient tales are found in this new edition of fairy stories."—*Syracuse Evening Herald.*

Cloth, 16mo, pp. 118, 20 illustrations, 50 cts.

Southern Stories for Little Readers



Teachers who have used this book often express surprise that this section of American life has not before been described in supplementary readers, there is so much that is novel and interesting to northern children in the stories of Max Ray's Christmas (p. 65) where there was no ice or snow and he went barefoot, A Ride on a Turtle (p. 87), A Sugar Cane Party (p. 89), How to Trap Gophers (p. 95), A Smart Crane (p. 98), and A Boat on Fire (p. 148). But apart from this feature, the stories are so told as to interest and benefit children. Those of Miss Fret-all-the-time and Miss Cheerful, Miss Careless-Untidy, and Miss Tidy, Mr Pro-cras-ti-na-tion and Mr. Prompt-do-it-at-once are manifestly stories with a moral, but they are so interestingly told and so amusingly illustrated that children are absorbed in the narration and take in the moral unconsciously. No other book offered for supplementary reading offers so much that will be novel to children.

Cloth, 16mo, pp. 154, 36 illustrations. 30 cts.

The Bailey Book

For supplementary reading this book has many distinctive features that entitle it to attention.

1. It is so simple that the youngest pupils may use it at the seat, unassisted, thus promoting independence. It is written for the average pupil, not for the exceptionally bright. It is easy all the way through; not in the first half only.

2. It has a small vocabulary, no lesson in the first 100 pages containing more than five new words. Yet it contains much more matter than most books of its grade, 130 pages; consequently the word repetitions are frequent, and the pupil becomes familiarly acquainted with the words. A list is given of new words, with the pages on which each appears for the first time.

2. The lessons are short, easy, and entertaining; the sentences are smooth and natural; the pupil will find it easy to read aloud with expression.

4. The 147 illustrations were without exception prepared expressly for this book. Some are from photographs; some are drawn boldy; all are of a kind to appeal to the child's interest, often to his sense of humor.

5. It contains suggestion for phonic drills, and is partly in script.

6. It is a practical book, made in the school room by a remarkably successful primary teacher, who knows the needs of both teacher and pupil. You will find it practically useful.

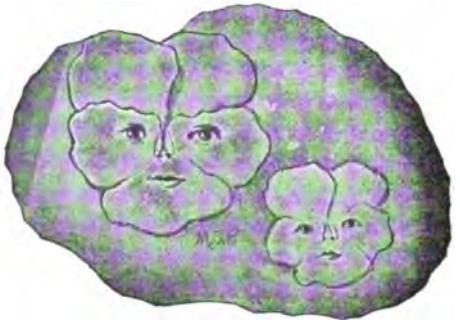
Cloth, 16mo, pp. 136, 147 illustrations. 35 cts. net.

Doings of the Pansy Family

JACKY BLUE

JACK IN THE PULPIT ASLEEP

In this charming volume for children Mrs. Minnie Seamans Peck, who is both author and artist, has told and illustrated a story that will delight every child who reads it We have all seen the faces in pansies, but here there is a whole family of them, each as individual in his actions as in his features. Every piece of clothing, every article they use, from pistol to automobile, is a real growing thing, that the children may see about them so that the book stimulates close observation of nature.



MAMMA AND BABY SNOWFLAKE

Illuminated Boards, 16mo, pp. 60, Illustrated, 50 cts.

The Story of Milo

This story of a Greek boy by Miss Ethelwyn Kuck, teacher of English in Adelphi academy, Brooklyn, is the first to appear of a series of books designed to cultivate oral expression in the school by pictures of child life in the various stages of civilization. This is part of the plan elaborated by Gurdon R. Miller, late superintendent at Binghamton and now of the Greeley normal, which he has not only tried in his own schools but made well-known throughout the country by his papers and addresses.

The story work of each grade should form a continuity of subject matter. Abiding interest can be best secured by this means. The stories for a term should be a successive series on the same general subject. The term's work should form a unit The interest of the child should be maintained, and his knowledge be made stable and usable by the logical relations of the several parts of the story work.

Following the belief that only the best and highest life of any nation should be presented to little children, the Age of Pericles is chosen as the historical setting for this Greek story. Athens during the Periclean Age (459–431 B. C.) became the "City of the Gods". In twenty-eight short years the talent, refinement and strength of the great Athenian statesmen influenced the civilization of the world.

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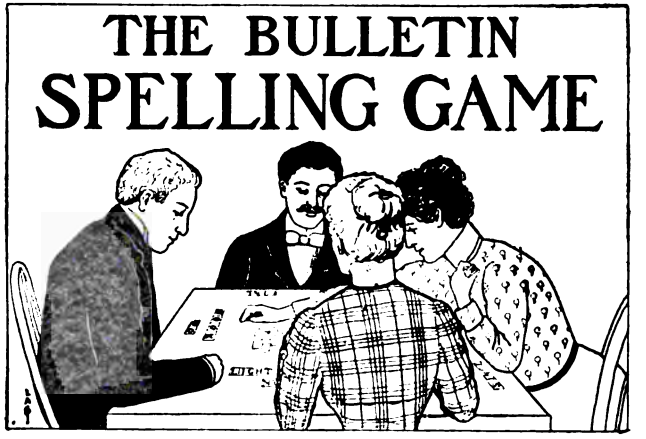

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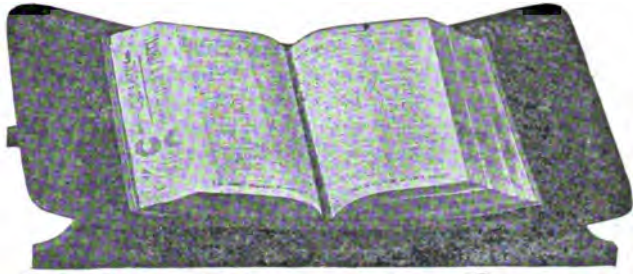

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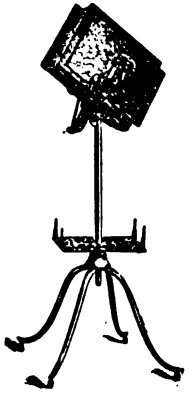

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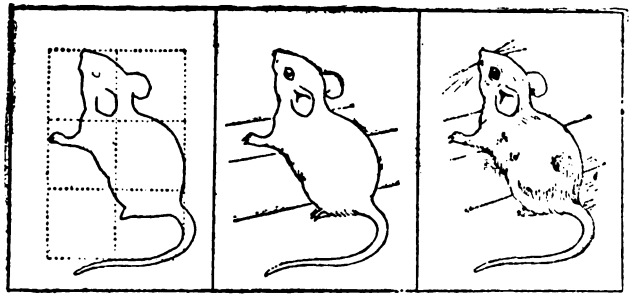

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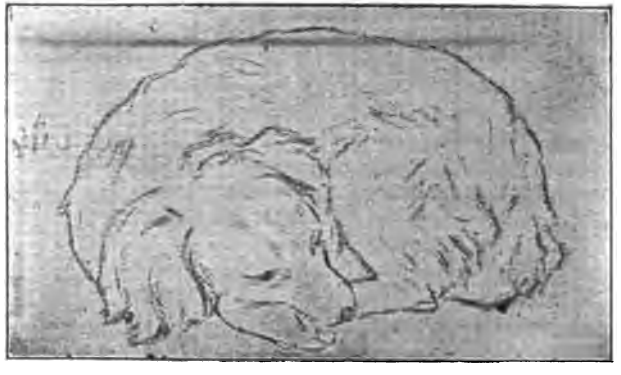

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This is a practical exposition of the *Pestalozzian Method*, and has met with great success not only in the Cortland Normal School, where it was first developed, but in many other leading schools, as in Gloversville, Babylon, etc. It is diametrically opposed to the Grubé Method, and good teachers should be familiar with both, that they may choose intelligently between them.

The author states the principles of this system as follows:

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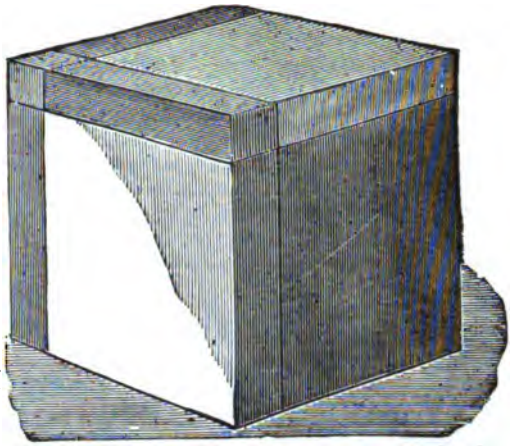

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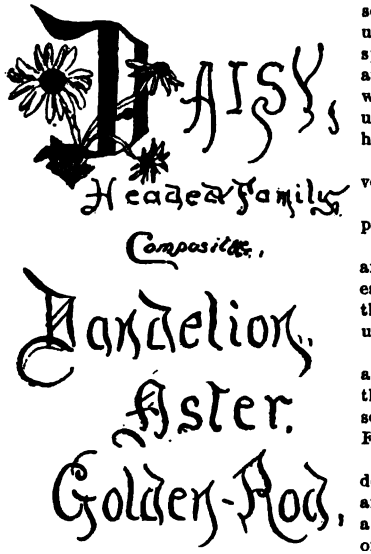

The game is played as follows, very much like "Authors":

Any number of persons may play.

The cards are first shuffled and then dealt, singly, four to each player, the remainder of the pack lying face downward upon the table.

The object in playing is to get as many "sets" as possible, there being four cards in each set all known by the Common Family name.

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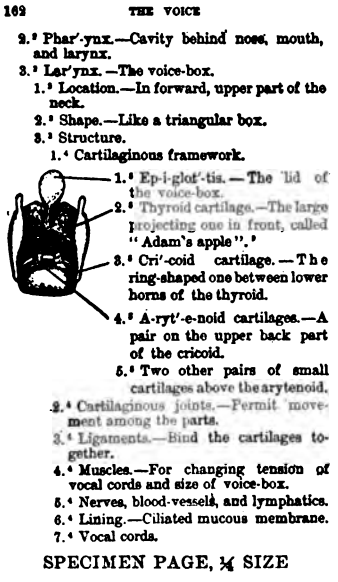
162 THE VOICE
2.¹ Phar'-ynx.—Cavity behind nose, mouth, and larynx.
3.¹ Lar'ynx.—The voice-box.
1.¹ Location.—In forward, upper part of the neck.
2.¹ Shape.—Like a triangular box.
3.¹ Structure.
1.⁴ Cartilaginous framework.
1.⁵ Ep-i-glot'-tis.—The lid of the voice-box.
2.⁵ Thyroid cartilage.—The large projecting one in front, called "Adam's apple".⁵
3.⁵ Cri'-coid cartilage.—The ring-shaped one between lower horns of the thyroid.
4.⁵ A-ryt'-e-noid cartilages.—A pair on the upper back part of the cricoid.
5.⁵ Two other pairs of small cartilages above the arytenoid.
2.⁴ Cartilaginous joints.—Permit movement among the parts.
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SPECIMEN PAGE, ¼ SIZE

The best outline of any subject is the one the student makes for himself, provided it be done with some care and discrimination. But physiology presents the difficulty that it must be taken up in most of our schools at the begining of an elementary course rather than at the end of a scientific course, where it logically belongs, so that the average student does not come to the subject with sufficient preparation for good work in outlining.

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DR. L. KOTELMANN

The present translation is made not from the treatise published in 1895, but from a copy revised and enlarged by the author especially for this edition. The number of illustrations has been nearly doubled; and the additions to the text aside from the alterations, consist partly of descriptions of the new illustrations and partly of an account of the investigations that have been made since the original was written.

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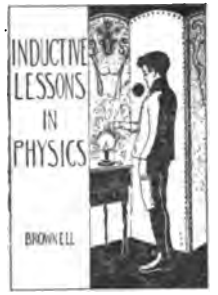

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Later Regents Questions in Geography

From 1882 no regents questions in geography were published, because it was felt that the questions for 17 years gave sufficient indication of the work required. A new series was however prepared from 1892 to 1902, and all the 4000 questions in geography given by the regents during that period are here given by examinations.

But a new feature has been introduced by giving, pages 141 to 166, a classification of the questions by place, the division being quite minute. This enables the teacher to use the book throughout the year, supplementing the daily recitations by such questions on the topic of the day as have been given by the regents during a period of ten years. This puts each question in varying form and thus throws new light upon it.

Apart from this special use, the book will be found a practical value to every teacher. A key to questions in geography can no longer be the simple thing it was twenty years ago, when there were few but map questions. Some of the questions here demand a composition of fifty words, as for instance 408, 528, 543; and others specify so many topics as to require a longer answer. To answer the questions fully requires therefore considerable considerable space, the key occupying therefofe 241 pages while the questions take only 66.

Paper, 16mo, pp. 74, 25 cts.; $2.00 per doz.; with Key, pp. 341, $1.00.

New Questions in Geography

Beginning with June, 1907, the questions are no longer prepared in the Regents office but by an Examination board. We therefore begin a new series with that examination, and furnish the questions from June, 1907, to date, at 25 cts. The form is that of the Uniform Questions. Key, with maps and illustrans , 25 cts.

Regents Commercial Geography

While the Regents have not as yet issued questions upon commercial geography as a separate subject, the proportion of commercial questions in the regular questions in geography has steadily increased, and in the Uniform questions in geography for August, 1906, the commercial questions largely predominate. The need of questions for suggestions and review in this subject has therefore become imperative, and we have prepared this manual of 1000 questions, largely taken from the Regents and uniform questions of the last ten years, but adding enough more to cover the subject with reasonable fullness. They are arranged by countries so that questions suitable to the day's lesson may be readily turned to.

The Key will be found full and helpful, with maps and illustrations many of which will not be found in any text-book.

Paper, 16mo, pp. 48, 25 cts., $2.00 per dozen. With Key, $1.00 each.

Edwards's Geography Cards

These cards are printed in six different colors, the red (1-40) giving general questions upon the continents, the blue (41-92) upon the states, the yellow (93-123) upon Canada, Central and South America, the buff (124-165) upon Europe, the pink (66-188) upon Asia, Africa and Oceanica, and the light blue (189-200) general questions of travel.

They are put up in two boxes, Part I containing the cards from 1-100, and Part II those from 101-200, and are sent post-paid at 50 cts. per box.

The questions are largely commercial and may be used with any text-book.

Especial attention is given to commercial relations; productions, exports, imports; routes and cost of travel, distances, time required, etc.—in short the *practical* side of geography. It has been found that pupils using these cards acquire new interest in geography, and are led into habits of investigation. They are great time-savers for the teacher, as a single box of cards answers for the entire class. The blanks upon each card give space for additional questions that are important in any locality.

Edwards's Geography Game.

This consists of 100 cards each with five questions printed on one side, as in the sample shown.

—4—

WHAT city manufactures more jewelry than any other city in the Union?

Providence.

WHAT city is the eastern terminus of the Erie Canal?

Albany.

IN what state are the most valuable zinc mines on the continent?

New Jersey.

WHICH state is called "Bay State"?

Massachusetts.

WHAT state borders Iowa on the north?

Minnesota.

Any number of persons may take part. The dealer distributes one card at a time around the circle from the left to right until all have three cards. He then places the pack face downward on the table. The player at the left of the dealer, whom we will call A, asks the player at his left hand any question from any card in his hand. If the player can answer it he takes the card and turns it face down on the table to begin a book. If he does not answer the question, it goes around the circle to the left, until it is answered, or all have had a chance. The one who answers it gets the card. No one can try more than once, and the person who asks the question must not answer it, even if nobody else does. If nobody answers the question, A keeps the card in his hand, the next player takes his turn at asking, and so on.

When any player has asked a question and given up the card to the one who answered it, he must draw another from the top of the pack, so that each player holds three cards in his hand all the time. If any player finds that he has a card from which nobody can answer any question, he may reject the card and draw another. When the player has won four cards he calls it a book. The number of books to win a game depends on the number of players. If two or three persons are playing, four books constitute a game. When there are four or five players, three books make a game.

IN A LARGE COMPANY OR AT SCHOOL, the players may choose sides as at a spelling match. Let one be appointed questioner. He selects two leaders, who choose the players alternately. They take their places on two sides as they are called. The questioner mixes the cards and places them on a table with the faces downward. He then picks up the top card and asks one of the leaders a question, and the game is conducted as in spelling down.

The cards come put up in a neat box, and are sent postpaid for 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Outline Maps for Desk Work

1. Outline Map of New York, with rivers, lakes, mountains, and county lines, per pad of 50, 15 cts.

2. The same of New Jersey, 15 cts.

3. New England States, with most important names, but with much left for the pupil. 15 cts.

4. The same for the Central States, 15 cts.

5. The same for the Pacific States, 15 cts.

6. The same for North America, 15 cts.

7. The same for South America, 15 cts.

8. The same for Europe, 15 cts.

9. The same for Asia, 15 cts.

10. The same for Africa, 15 cts.

Descriptive Geography taught by means of Map Drawing. By EVA D. WILKINS. Boards, 4to.

11. *Map Drawing Book of the Continents*, pp. 65, 75 cts.

12. *Map Drawing Book of the United States*, pp. 89, 75 cts.

13. *Teachers Edition for both the above*, pp. 129, $1.50.

Some reasons why this method has been successful are: (1) the pupils learn by seeing and doing, (2) they learn in class as well as tell what they have learned, and (3) *they work all the time of recitation.* A judicious selection from a mass of material is found to produce a much better result than to produce a mass and then make a selection.

Wall Maps

We carry the following maps in stock and can fill orders promptly. Prices are in dollars, on muslin. For spring rollers, add $1.00. For dust proof case, add $1.20. For large map combination cases, write for particulars.

	Unrivalled	International	Johnston: Grand Political	Johnston: Grand Outline	Johnston: Grand Physical	Imperial	Scarborough	Bridgman	Peerless	Blackboard	Relief	Sydow Hab.	Phillips	Phillips Comp.	Stanford	Bartholomew	Spruner Br.	Kampen
New York	..	..	..	..	..	..	4	10	..	4	..	..	..	..	..	..	..	..
New Jersey	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..
Massachusetts	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..
United States	1½	1½	2½	2½	2½	6	..	..	4	4	..	..	..	..	15	..	..	..
America	..	..	2½	2½	2½	6	..	..	..	..	..	..	..	..	..	..	..	..
No. America	1½	1½	2½	2½	..	6	..	..	4	4	..	10	..	9	12	..	..	..
Canada	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
W. Indies	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
So. America	1½	1½	2½	2½	..	6	..	..	4	4	..	10	..	9	12	..	..	..
Europe	1½	1½	2½	2½	2½	6	..	..	4	4	..	12	..	10	12	..	12	..
British Isles	..	..	2½	2½	2½	..	..	..	..	..	..	..	..	..	5	..	..	..
England	..	..	2½	2½	2½	6	..	..	..	..	..	..	..	..	12	..	..	..
London	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	..	..	..
Ireland	..	..	2½	2½	..	6	..	..	..	..	..	..	..	..	..	..	..	..
Scotland	..	..	2½	2½	..	6	..	..	..	..	..	..	..	..	..	..	..	..
France	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Switzerland	..	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..
Italy	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Cen. Europe	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Spain	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Asia	1½	1½	2½	2½	2½	6	..	..	4	4	..	12	..	10	12	..	..	..
India	..	..	2½	2½	..	..	..	..	..	..	..	..	..	..	5	..	..	..
Africa	1½	1½	2½	2½	2½	6	..	..	4	4	..	10	..	9	12	..	..	..
Egypt	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Australia	..	..	2½	2½	..	..	..	..	..	4	..	12	..	10	..	..	..	..
World Merc.	1½	2½	2½	2½	2½	6	..	..	..	4	..	..	6	..	6½	12	..	..
Hemispheres	1½	2½	2½	2½	2½	6	..	..	..	..	..	12	..	10	..	..	..	..
E. Hemis	1½	..	2½	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..
W. Hemis.	1½	..	2½	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pacific O.	..	..	2½	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mediterranean	..	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Anc. World	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Greece	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Italy	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Gaul	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7
Rom. Emp.	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10½
Mediterranean	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Asia Minor	..	..	2½	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bible Lands	..	..	2½	2½	..	..	..	..	..	5	5	..	..	..	..	..	..	..
Holy Land	..	..	2½	..	..	..	..	..	..	5	..	..	..	..	5	..	..	..
St. Paul's Travels	..	..	2½	..	..	..	..	..	..	5	..	..	..	..	5	..	..	..
Exodus	..	..	2½	..	..	..	..	..	..	5	..	..	..	..	..	..	..	..

The Education Department of the State of New York duplicates amounts paid on Peerless maps for all schools, and on Johnston maps for high schools. We shall be glad to send full particulars as to any of these maps.

Historical Maps and Charts

1 **Kampen Series.**—Accurate, clear, scholarly. Without a superior for schoolroom work because free from needless detail. Four maps in the series.

	Size.	Style I.	Style II
Ancient Greece	60x65 in.	$7.00	$9.50
Ancient Italy	60x65 in.	7.00	9.50
Ancient Gaul	65x60 in	7.00	9.50
Roman Empire	78x66 in	8.00	10.50

2 **Spruner-Bretschneider Historical Maps of Europe.**—A series of ten maps, each 52x62 inches, colored to show the changes in the boundaries of the territory of Europe from 350 A. B. to the time of Napoleon.

1 Europe, 350 years after Christ.
3 Europe, time of Charlemagne.
4 Europe, second half X. Century.
5 Europe, time of the Crusades.
6 Europe, XVI. Century.
7 Europe, time of the Reformation.
8 Europe, 30 years' war till 1700.
9 Europe, XVIII. Century, 1700 to 1789.
10 Europe, time of Napoleon, 1789 to 1815.

Plain mounted, Style I $5.00
With spring roller and enamel cover, Style II 6.50

3 **Cybulski Charts of Greek and Roman Antiquities.**—Each chart is 26x35 inches. Price for Greek Series $29.00; Roman Series $26.00; both series $50.00.

Greek Series

1 Weapons. 2 Greek Warriors. 3 Coins. 4 Galleys. 9½ War Engines. 10 The Greek House. 12, 13 The Greek Theater. 14 Plan of Athens. 16, 17, 18 Dress.

Roman Series

3 Coins. 4 Galleys. 5 Weapons. 6, 7 Roman Soldiers. 8 The Roman Camp. 9 War Engines. 11 The Roman House. 15 Plan of Rome. 19, 20 Dress.

The Peerless Maps

"Geography is one of the five elementary studies of prime importance that occupy the attention of the child at school."

"The study of man, his history, nationality, civilization, occupation, etc., is in fact the study of real geography."

This series has been made with these principles in mind, and has, we believe, achieved a new era in map making. These maps show not only outlines, contours, relative positions, comparative areas, etc., but combine with these ordinary features *historical foundations, commercial connections, physical conditions*, and many more points which serve to emphasize and make possible the study of man. The series comprises:

United States	North America
South America	Europe
Asia	Africa

Each printed on one sheet. Uniform in size, 42 x 59 inches.

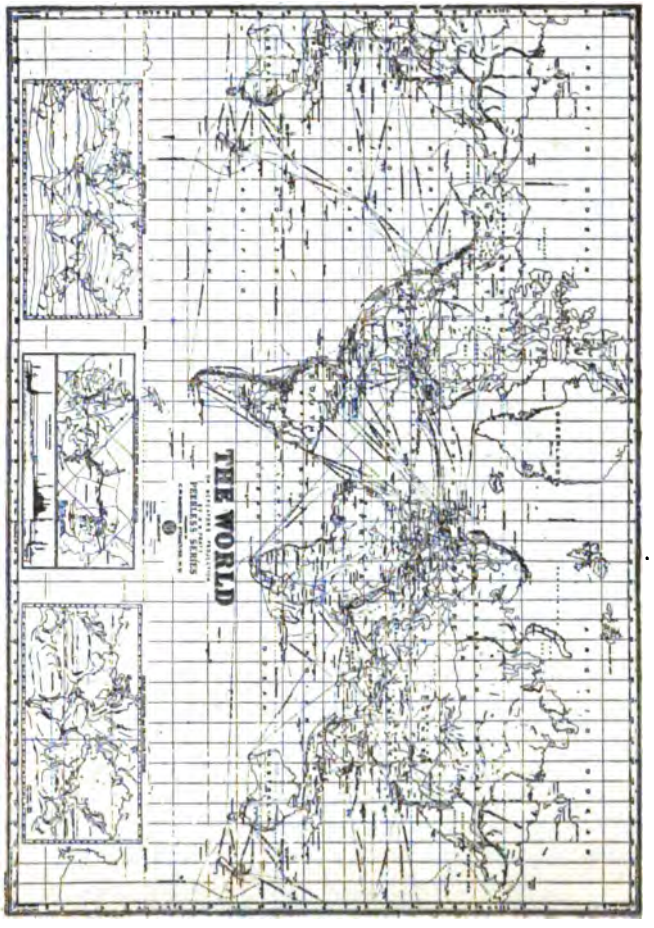
Plain mounted, Style I, each..... $4.00
On spring roller, with enamel cover, Style II, each..... 5.50
On spring roller, in diamond case, Style III, each..... 6.00

These maps are the only maps approved by the Education Department of New York for the rural schools of the state, and amounts paid for them will be duplicated by the state at these prices. This is the highest compliment that can be paid, for the inspection and comparison were thorough, and the decision based on the principle that New York schools are entitled to the best maps published, and must have them if the state is to aid in purchasing them. They are especially adapted to the present tendency in geography to emphasize the commercial side, and are made especially to conform with the Elementary Syllabus of the state of New York.

They may be had either *lettered*, with the names of places printed, or *unlettered*, without the names of places printed, *outline* maps; unless otherwise specified the lettered maps are sent.

The coloring will be found distinct but restful to the eye, in strong contrast with the big blotches of bright red, green, and yellow commonly used.

County maps of New York state prepared on the same principle are being prepared. Send for a list of those now ready.



County Maps of New York

The following maps of counties of New York State were prepared to accompany the Peerless Series, and have all been approved by the Education Department. How much this means only those know who have offered maps for the criticism of the Department. In the case of the Steuben county map, though the original map had been prepared with great care and had been declared admirable by many of the school officers of the county, we were obliged to discard it altogether and reprint it on account of some village and city boundaries that had been extended since our information was secured. This has made the series an expensive one to produce, but on the other hand it gives these maps a trustworthiness quite unusual. Every road has been traversed by our agents, and these maps show New York as it is today—not as it was when some other map was issued. The series is as follows:

Albany	**Monroe**
Cattaraugus	**Niagara**
Cayuga	**Onondaga***
Chenango	**Ontario***
Cortland	**Orleans**
Erie	**Steuben**
Fulton*	**Tioga**
Genesee	**Tompkins**
Livingston	**Ulster**
Madison	**Wayne**

* Not approved.

Each, Cloth, on Rollers, 42 x 59, $7.50

——THE SCHOOL BULLETIN PUBLICATIONS——

Peerless Map of the World

This recent addition to the Peerless series of maps is a fitting crown to a series of which more have been sold in the United States during the last two years than of all other wall-maps combined. This map is based upon the principles that distinguish the Peerless maps, and differs in the following respects from all other maps of the World on Mercator's projection.

(a) It makes NEW YORK instead of London the commercial centre. All other World Mercator maps are either English or copies of English maps and are designed for English children. and put New York in the centre.

(b) To make this effective, part of the eastern world is repeated so that the **entire voyage** of a vessel from New York to any part in the world, either east or west, is shown without a break

(c) To make it effective in commercial geography, the railroads are printed so as to be easily distinguished, and all important steamship lines are given up to date, including New York lines that English maps have not thought worth giving.

(d) The lettering is unusually distinct. Not only is the number of names fewer, but every kind of name is printed in a different type, so that the type itself shows whether the name is of a river, a mountain, or a city. The size of the type also indicates the importance, so that the child sees most and remembers best what is most essential.

(e) The coloring of each country represents so far as possible the nation to which the country belongs, the United States brown appearing in Hawaii and the Philippines, the British red in Jamaica, India, Australia, etc.

(f) Besides small maps of Mean Annual Temperature. Ocean Currents and Drainage Systems, there is a map of the Panama Canal Zone of considerable size and carefully colored.

Physical Wall Maps

1. *Philips Comparative Series*, large, beautifully colored, with comparison of areas, political boundaries, and commercial features prominent.

	Size.	Style I.	Style II.
World (Equivalent Projection)..	80 x 63 in.	$10.00	$12.50
Europe .... " ..... "	80 x 63 in.	10.00	12.50
Asia ..... " ..... "	80 x 63 in.	10.00	12.50
Australia .. " ..... "	80 x 63 in.	10.00	12.50
N. America " ..... "	74 x 59 in.	9.00	11.50
S. America " ..... "	68 x 58 in.	9.00	11.50
Africa ..... " ..... "	74 x 59 in.	9.00	11.50

2. *Sydow-Habenicht Series*, made with the care and accuracy common to all German geographical work. The colors are strong and contrasting; the white, green and brown showing elevation of land surfaces, and the blue varying depths of water. Climatic limitations, the limit of timber growth, and the extent of the growth of various fruits and food stuffs are clearly shown by differently designed lines. Altogether, the maps are the foremost Physical Maps made. The names are English. The map of the world in hemispheres shows two hemispheres on one map, together with smaller inserts illustrating the Mercator's Projection and the North and South Polar Projections.

	Size.	Style I.	Style II.
World (hemispheres)	66 x 80 in.	$12.00	$15.00
Europe	68 x 80 in.	12.00	15.00
Asia	68 x 80 in.	12.00	15.00
Australia	68 x 80 in.	12.00	15.00
Africa	60 x 67 in.	10.00	12.50
North America	59 x 67 in.	10.00	12.50
South America	60 x 66 in.	10.00	12.50

3. *Outline Maps*, 9 x 12, for individual work, assorted to order, 90 cts. per 100. They include World, Mercator; N. A.; S. A.; Europe; Asia; Africa; Australia and the Philippines; U. S.; New England; Middle Atlantic States; British Isles; Central and S. Europe; S. E. Europe; Italy; Greece and Ægean Sea; Palestine; Ancient Athens; Ancient Rome; New York; New Jersey.

The Johnston Maps

These well-known maps are published in four series, all of which we keep constantly in stock.

1. *The Unrivalled Series*, 41 x 54 inches, $1.25 each, meets the demand for a small and inexpensive map that shall at the same time be accurate. It contains the following 8 maps:

United States	North America
Europe	South America
Asia	Eastern Hemisphere
Africa	Western Hemisphere

2. *The International Series*, mostly 48 x 52 inches, $1.80, contains all the above maps, except that the two hemispheres are on one map, and adds The World, Mercator's projection.

3. *The Grand Series*, 42 x 50 inches, $2.75, contains all the

above, and 28 other political maps, and 9 physical maps, for list of which see the page headed Wall Maps.

4. *The Imperial Series*, 63 x 72 inches, $6.00, includes the 8 named above, except that both hemispheres are on one map; and also the World, Mercator's projection, America (both North and South America on one map), England, Ireland, and Scotland. These are the largest school maps published.

Helps in Teaching Geography.

1. *Outline Blackboard Maps.* By Sup't GEORGE GRIFFITH, Utica. 8 Maps, 27 x 34, on four sheets of tar-board, slated on both sides. $8.00.

These maps include the five Continents, the United States, the State, and a blank for the County. The outline is permanent, while the pupil is to locate before the class whatever are the main features of the day's lesson. Among their many uses these are suggested:

(1) The pupil while locating or describing any river, city, etc., draws it upon the map. If a mistake is made it is erased without erasing the outlines. (2) Reviews or examinations are made by having the pupil show on one of these maps all he knows of the country. The teacher glances at the result, erases mistakes, and has the pupil replace correctly. All is erased, and another pupil is set at work while the class proceeds with the regular lesson. (3) By different colorings the elevations or any physical features of different sections are easily and quickly shown. In the same way a geological map may be made. (4.) Historical maps may be quickly sketched, showing only the features needed.

2. *Relief Maps.* By BURGI Brothers. Switzerland, (*a*) 11x17½; $3.50; (*b*) 28 x 34, $10.00, (*c*) Palestine, 19 x 32, $10.00, (*d*) United States, 48 x 42, $100.00.

These are beautifully made and colored, showing physical as well as political features. Many teachers think geography should be taught *only* from relief maps, and all agree that they are of great utility.

3. *Geographical Cards*, with Topics and Questions, (*a*) *Part I.* Physical Geography and North America, 100 cards, 3¼ x 5¼ inches, 50 cts.; (*b*) *Part II.* The Rest of the World, 100 cards, 50 cts., or, (*c*) *Complete*, 200 cards, $1.00.

These cards are intended to accompany *any text-book in Geography.* The topics and questions emphasize a necessity for thorough knowledge of commercial relations, exports, imports, routes of travel, expense of transportation: in fact, the cards deal with the Essentials of Geography, omitting that which is of little or no importance. The topics are *suggestive* rather than *exhaustive.* ☞ *A set of these Cards will save the teacher many needless hours of study and research, by preserving classified memoranda in compact form.*

4. *Geographical Game.* "Our Country" for Home and School, 100 cards, 2¼ x 3⅜ inches, 50 cts. Will double the pupils' interest.

5. *Outline Topics Cards in Geography.* Per package of 12 cards, 5½ x 6 inches 15 cts. Topics for the Continent on one side, for the State the other

C. W. BARDEEN, Publisher, Syracuse, N. Y.

There is a common feeling among teachers that the most practical and helpful method of teaching geography and history is by means of blackboard outline maps, developing each topic before the class. Our maps are hand painted (not the cheap stencil kind)—on the best slated cloth, showing the important features, the balance to be filled in as the lessons progress. They have several important features possessed by no others. We can supply the map of any county, state, or country, and we keep the following always in stock, size 40 x 60, at $5.00 each: New York, United States, North America, South America, Europe, Asia, Africa, Australia.

We supply the Peerless maps unlettered for those who desire Outline Maps, at the same price as for the lettered.

We can furnish also outline maps in pads for pupil's use of N. Y., N. J., U. S., N. Am., S. Am., Europe, Asia, Africa, at 15 cts. per pad of 50. And the following, 9 x 12, at 80 cts. per 100: World, Mercator; N. Am.; S. A.; Europe; Asia; Africa; Australia; and the Philippines; U. S.; New England; Middle Atlantic States; British Isles; Central and S. Europe; S E. Europe; Italy; Greece and Ægean Sea; Palestine; Ancient Athens; Ancient Rome.

Schoolroom Globes

The Peerless Globe has been approved by the Education Department of New York, and money paid for 12-inch globes at the prices here given will be duplicated. There are five styles of mounting.

1. *Plain*, as shown in the cut. Price for 12 inches in diameter, $5.40; for 8 inches, $3.00; for 10 inches, $4.00; for 18 inches, $18.00.

2. *Meridian*, giving a meridian fastened to the stand, in which the globe revolves. Price, 12 inches, $6.60; 8 inches, $4.20; 10 inches, $5.00; 18 inches, $20.00.

3. *Full mounted stationary meridian*, adding a wooden horizon to style 2. Price, 12 inches, $8.10; 8 inches, $5.40; 10 inches, $6.00; 18 inches, $22.00.

4. *Full mounted, movable meridian*, like style 3, but having the meridian movable, so that all problems of physical geography may be solved. Price, 12 inches, $9.00; 8 inches, $6.00; 10 inches, $7.50; 18 inches, $22.80.

5. *Pendent* (see following page). Price, 12 inches, $12.00; 18 inches, $20. This form of mounting has many advantages, and is used more and more in the best schools.

Books for Teaching History.

1. A Working Manual of American History for Teachers and Students. By Prof. Wm. H. Mace. 16mo, pp. 297. Cloth, $1.00; manilla, 50 cts.

(1) It outlines the subject to 1870, showing phases of institutional life so as to reveal the organizing principle in each. (2) It gives abundant reference by volume and page to the leading authorities, making the book usable when time is short and books are scarce. (3) It gives original material for study at first hand, sets original problems, makes history real, and causes students to think.

2. Topics and References in United States History. By Geo. A. Williams. 16mo, pp. 181. Cloth, $1.00; manilla, 50 cts.

The references are to magazines and to works written in popular style, with the idea that the first object is to awaken interest in the subject.

3. An Outline Study of United States History. By Harlow Godard. Leatherette, 16mo, pp. 136. 50 cts.

It gives (1) an outline of leading events; (2) directions for studying each topic; (3) a list of books for reference; (4) a review at the close of each period.

4. A Thousand Questions in American History, with full Answers. Cloth, 16mo, pp. 247. Price $1.00.

This work shows rare breadth of view and discrimination, dealing not merely with events but with causes, and with the side-issues that have so much to do with determining the destiny of a nation.

5. Helps in Fixing the Facts of American History. By Henry C. Northam. Cloth, 16mo, pp. 298. Price $1.00.

6. Brief Views of U. S. History. By Anna M. Juliand. 16mo, pp. 69, 35 cts.

7. Dime Question Books, No. 5, General History, and *No. 6, United States History and Civil Government.* By Albert P. Southwick. Paper, 16mo, pp. 37, 32. 10 cts. each.

8. Chronological Tables. A Synchronistic Arrangement of the Events of Ancient History. By Arthur C. Jennings. Cloth, 8vo, pp. 136. $1.00.

The range is from the foundation of Rome to the birth of Christ. In tables i-iv the student may see at a glance what political events in Palestine or the eastern monarchies occurred at the same time with those of Greek and Roman history. In tables v, vi he may see what stage each country had reached at any period in science, legislation, and literature.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

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7. Laws of New York relating to Common Schools, with Comments and Instructions, and a digest of Decisions. Leather, 8vo, pp. 867. $2.50.

8. The Powers and Duties of School Officers and Teachers. By ALBERT P. MARBLE. Paper, 16mo, pp. 27. 15 cts.

9. First Principles of Political Economy. By JOSEPH ALDEN. Cloth, 16mo, pp. 153. 75 cts.

Ex-President Andrew D. White says of this book: "It is clear, well arranged, and the best treatise for the purpose I have ever seen."

10. The Ready Reference Law Manual. By E. E. KNOTT. Cloth, 8vo, pp. 281. $2.00. It is not meant for lawyers, but for all.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

—THE SCHOOL BULLETIN PUBLICATIONS.—

500 Pertinent Questions in Civics.

These cards, of which a specimen is here given, may be used with any

> 283. *What is the duty of the Committee on Ways and Means in the House?*—(110)
>
> 284. *Why is there no Committee of Ways and Means in the Senate?*—(133)

text-book, or in any class, or by superintendent or school-commissioner when visiting schools, to test the pupils rapidly. They have proved of great service where the subject of civics is not regularly taught, for suggesting topics to be discussed in school: they have a wide use for this purpose among political equality clubs. The cards are given out either to be answered at the time or to be taken home for study, and an individual interest is awakened that no formal instruction could arouse. There are 250 cards, with two questions on each card. A Key accompanies each box, and the questions themselves give references by page to Northam's Civil Government for a full treatment of each subject. Price per box 50 cts. The questions and answers may also be had in pamphlet form for 15 cts.

Besides the 330 questions in civics, there are 138 questions on business of eminently practical character, and 32 on the fundamental principles of parliamentary law, all dealing with points that every one ought to be familiar with, but of which many are ignorant.

Thus: 180. How are "letters patent" secured? 334. Must the words "for value received" appear on the note? 345. What is an "accepted draft"? 351. Compare a note and a draft. 352. Compare a draft and a check. 387. Is a contract executed on Sunday valid? 388. Is a contract written with a lead pencil valid? 436. Why must a wife join with her husband in the conveyance of property? 450. Can a minor make a will? 476. How should a motion with an amendment to an amendment be managed? 485. How is an appeal from the decision of the chair managed?

There are few people so well informed as not to get much benefit from these questions. The *University Extension Bulletin* says: "It is an interesting sign of civics activity when such books as the School Bulletin publications in civil government become popular. This has many qualities attractive both to student and citizen. It is a catechism in the principles of business and political life."

C. W. BARDEEN, Publisher, Syracuse, N. Y.

It is now a quarter of a century since we first published Northam's Civil Government, the early editions of which bore upon the title-page the words "for common schools", the distinction of the book. Civil government had been hitherto a high school study, ranked in common estimation in the group with logic and mental and moral philosophy. The book was a great assistance to the movement that began about that time to introduce the subject lower down, especially in the 8th and 9th grades. The success of the book may be judged from the fact that it has passed through 179 editions, and that in October, 1901, 1175 copies were ordered for a single institution, the New York City Normal college.

As a representation of the facts of civil government that book has never had a rival. But there has recently developed, especially in regents schools, a demand for more of the history and the philosophy of civics. In deference to that demand this book has been written, and is believed to present all the valuable features of its predecessor, with an adequate response to the requirement for broader treatment. The regents syllabus has been followed directly; and to make sure that the book covered all the topics now taught in New York schools under the name of civics, all the regents questions in civics for the ten years 1891-1901 have been published in a separate volume, with reference by page to this book. All questions in the uniform and the State examinations from the beginning not covered by the regents questions have been added, and it may be said with confidence that this book traverses the entire ground indicated by these questions.

In mechanical structure the book has an open page, and is indexed so fully by headlines that one may turn in an instant to any part he wants to find. A marked feature is the thousands of cross-references. The author has aimed not only to make it easy for the student to look these up, but to compel him to do so, that his information may be welded together, instead of lying in his memory as isolated facts pigeonholed without connection. Teachers will appreciate the etymological references which are given in connection with most of the leading terms. These are made a means, not an end, and have been omitted where not likely to be helpful; it is, for instance, of little use to the pupil to know that reciprocity comes from reciprocus, of unknown origin. But where the etymology is given it will be found a help to understanding and fixing the words.

It is worthy to note that the actual processes of government are described, chapters being given to Primary meetings, Legislation by committees, Civil service reform, etc. There is no pessimism in this book. The author believes in our national government, and in the constitution and laws of New York, and has endeavored to make pupils who use this book believe in them.

Cloth, 16mo, pp. 676, 19 maps and 9 illustrations, $1.00 net

Regents Questions in Civics

The demand for the publication of the Regents questions in civics has for some time been considerable, and this selection, will, it is believed, meet every requirement.

The period chosen is the decade from 1891 to 1900, and all the questions in civics given by the Regents during that period are here given. They are arranged by topics; and as showing which questions are considered most important, when the same question has been given more than once a figure prefixed shows the number of times it has been given. Thus the first question (page 9) has been given 5 times; the fifth has been given twice No other question on that page has been given more once. Hence the questions to which figures are prefixed are especially important and should receive careful attention.

To these Regents questions have been added all the questions given during this period at the Uniform (shown by *U.* prefixed) and the State (shown by *S.* prefixed) examinations which covered ground not distinctly taken up in the Regents questions; with some Miscellaneous (shown by *M.* prefixed) questions that seemed valuable, chiefly such as suggested discussion. A few other questions without answers have been inserted expressly for this purpose.

As adequate answers on a subject like civics would make the book too bulky, references are given by page to Bardeen's Civics, which will be found to give complete and comprehensive replies. The subjects are numbered to correspond with the chapters of that book, making this volume especially useful as a daily review in classes where that book is used. These questions may, however, be used with any text-book, and will be of great value where the book used omits some of the facts called for. Especially is this likely to be the case with Regents questions referring to the civil government of New York, some of which are much more detailed than the instruction in most text-books.

Probably some teachers will be surprised to find how many of these questions will puzzle even classes that they consider well prepared; but it is wiser to have pupils puzzled in class than in the final examination.

16mo, pp. 66. 20 cts. net; $2.00 per dozen.

Northam's Civil Government.

What ground shall a text-book of civil-government cover? Shall it deal with theories or shall it deal with facts? The answer is simple—in this subject as in all others, the facts should come first. This is the inductive method—the method of the 19th century. When the facts are familiar, then the theories may be considered, but it is ridiculous for a class of youngsters to be discussing the theory of representative government before they know which officers are elected at town-meeting.

To give facts is the special province of Northam's Civil Government. The first 24 pages are kept in type, and the names of the officers are in every edition revised to the date of issue. For this reason the book is purchased by lawyers and supreme-court judges because the information may be depended upon. When the present State Superintendent was a member of assembly, in 1878, he ordered 50 copies for himself and his friends; whereupon the democratic leader ordered 62 copies for himself and his friends. Even in schools that use other text-books, the wise teacher invariably keeps Northam's upon the desk, and depends upon it for her facts; and she finds when examination comes that it is what they have learned from Northam that enables her pupils to pass.

It begins with the school-district: then passes to the town, giving the provisions of the new town law, just gone into effect; and passes on to the village, the city, the county, the State, and the nation, making frequent comparisons and giving tables that keep clear to the pupil the correspondences and the differences in the various offices. It deals clearly with the judiciary, making the various steps of litigation distinct. It gives a series of 12 maps of the State, each illustrating a single feature. And finally it gives the latest revisions of the State and the national constitutions.

"At the commencement of last term I introduced Northam's Civil Government into a class of 28 pupils, more than half of them girls. At the close of the term I invited in our lawyers, politicians, and prominent citizens to witness the examination. After we had gone through the regular exercises, I called on some of the prominent lawyers to question the class, and they did so, minutely and thoroughly. When they got through, the testimony of these lawyers was that they did not think there were ten people in the county outside the legal profession, and very few in the profession, who could have sustained such an examination so well. As for the book itself, I have never used any text-book on any subject in which I could get up such enthusiasm. The children were proud of the information they got, and their parents were proud too. The people say that in the five years I have been at Owego, I have done no other one thing of so much importance to the village. They all agree that it would be a great deal better to have less Latin and Greek, if it were necessary in order to have more of such instruction as this."—Principal *A. J. Robb*, Owego, N. Y.

Cloth, 16mo, pp. 214. Price 75 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Bardeen's Common School Law

The revision of 1905 brings this standard text-book up to date, giving the present educational system under the Regents and the Commissioner of Education It is based on the New York consolidated school law as amended to date, but it gives references by page to the latest editions of the laws of all other States and Territories with more than 500 of the latest decisions in this country and in Europe. For normal schools and training classes the book, of course, is indispensable; and since School Law is one of the subjects required in teachers examinations in New York of *all* grades, the book is indispensable to teachers here, as well as without rival for the teachers of other states.

The first thing a teacher wants to know about such a book is whether it can be depended upon. The highest authority in the country, the *Harvard Law Review*, speaks as follows:

"This admirable book, first published in 1875 and for twenty years the only text-book on the subject for general use, has now for the first time been entirely rewritten. In its present form it is of general interest, and is, it would seem, of practical necessity to the teacher. Part I, which has to do with school officers, is based almost entirely on New York law, but Part II, which relates particularly to the teacher, is a safe guide throughout the country both in school and in court. * * * The author cannot be too highly commended in that, avoiding the common error of trying to draw hard and fast lines, he contents himself with illustrating by copious and apt quotation of legal decisions the various views possible on disputed points, and the application of such rules as admit of definite statement."

The following are other testimonials from standard legal authorities:

The book contains a very complete tabular analysis of its contents, as well as a list of references to Superintendents' Decisions in the State of New York, and to statutes of the various States. It will undoubtedly be useful to both lawyers and teachers.—*American Law Register and Review.*

The decisions of the courts in different States are very fully noted and cited. The book will prove very useful to the lawyer, as well as a work of much importance to the school officer and teacher.—*American Lawyer.*

16mo, pp. 276. Cloth $1.00: Manilla 50 cents

Books for New York Schools

1 A Manual of School Law. By C W. BARDEEN. Cloth, 16mo, pp. 300. Manilla, 50 cts.; cloth, $1.00.

The present edition contains the changes of 1905 and brings the subject up to date It includes the author's "Handbook for School Trustees", and adds all the questions in school law given at uniform examinations from the first to March, 1886, *with full answers as given by the State Department.*

2. Laws of New York relating to Common Schools, with Comments and Instructions, and a digest of Decisions. Leather, 8vo, pp. 807. $1.50.

This is what is known as "The Code of 1888", the last edition published. It gives legal forms, and is the final authority upon all disputed questions

3. The New York School System. By A. S. DRAPER, Commissioner of Education. Cloth, 16mo, pp. 107, 19 portraits. 50 cts.

The standard authority upon the history of our school system.

4. A Brief History of the Empire State, for Schools and Families. By WELLAND HENDRICK, A.M. Cloth, 16mo, pp. 201. 75 cts.

5. History of New York State. By W. H. PRENTICE. Cloth, 16mo, pp. 550, 188 portraits and other illustrations. $1.50.

Both these books are widely known and used, the choice between them being according to the time given to the subject.

6. Civil Government for Common Schools. By HENRY C. NORTHAM. Cloth, 16mo, pp. 220. 75 cts.

7. A Manual of Civics for New York Schools. By C. W. BARDEEN Cloth, 16mo, pp. 676, 19 maps and 9 illustrations. $1.00.

These two books, like the histories, are used largely according to the time to be given to the subject. Both are kept up to date.

8. A Descriptive Geography of the Empire State. By C. W. BARDEEN. Cloth, 8vo, pp. 126, with 25 outline maps on uniform scale, 5 relief maps, and 125 illustrations. 75 cts.

"I am heartily pleased with it. I never realized that there were so many places and things of importance in this state."—Com'r *Frank L Miller,* Schuyler county.

The New York State Examination Questions

These are not the Uniform examination questions, but the questions given at the annual examinations for New York State certificates, good for life, and the highest evidence of qualification provided for by school law. The subjects are as follows:

algebra	civil government	geology	orthography
American history	composition .	geometry	physics
arithmetic	drawing	German	physiology
astronomy	French	grammar	rhetoric
book-keeping	general history	hygiene	school economy
botany	general literature	Latin	school law
chemistry	geography	methods	zoölogy

Answers to these questions have been published only in two subjects. The questions in *book-keeping* given at the first fifteen examinations, with full answers, solutions, and forms, are published in a paper-covered volume of 31 pages; price 10 cts. The questions given at the first 18 examinations in *drawing* are published with full answers in a cloth-covered book of 67 pages; price 40 cts. All the questions from the beginning in 1875 to the examination of 1894, inclusive, are published in a single volume of 402 pages: price in manilla 50 cts.; in cloth $1.00. The questions since 1894 are published in a similar volume at the same price.

The best helps in all subjects are the questions themselves already given. The Uniform Questions with full answers given are also of great assistance. Other special helps in some subjects are as follows:

American history.—For rapid review, to fix the outlines in mind, get Juliand's "Brief Outlines" (35 cts.) Remember that there are always questions in New York State history, for which the best preparation is Prentice's "History of New York" ($1.00).

Arithmetic.—Bradford's "30 Problems in Percentage" (25 cts.) and Bassett's "Latitude, Longitude, and Time" (25 cts.) may carry you through where you would otherwise fail if you are weak in these subjects.

Civil Government.—Get Bardeen's "Civics" ($1.00),

Geography.—There are always questions on New York state geography; get Bardeen's "Geography of the Empire State" (75 cts.)

The New York Uniform Question Books

For 20 years New York required that *no public school teacher should be licensed except after passing one of the regular stated examination upon the questions prepared by the Education Department at Albany, and sent out from there, being* UNIFORM *for the entire state.* The first Uniform examination was held in September 1887; the last in April, 1907, as they are now supplanted by regents examinations. The examinations for these 20 years form by far the most complete and valuable set of questions for teachers ever issued. They are *all* published *with complete answers* in the following forms. Please order by number.

1. The New York Question Book, with all the questions of the Uniform, State, Cornell University Scholarship and Normal School Entrance Examinations Sept., 1887, to March 31, 1890, *with Answers to the Uniform Questions.* 8vo. pp. 461. Cloth, $2.00; manilla, $1.00.

2. The same, Supplement No 1, April, 1890, to June 1891, 8vo. pp. 163; *No. 2,* Aug., 1891, to June, 1892. 8vo, pp. 189. Each in manilla, 25 cts. Both in one volume, cloth, uniform with the New York Question Book, $1.00.

The same, Uniform Questions and Answers only, Supplements:

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4.	1893–4	8.	1897–8	12.	1901–2	16.	1905–6
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4. Later Regents Questions: Arithmetic 1892–1901, Elementary English 1895–1904, Geography 1892–1902. Each 25 cts. The same with Keys, Cloth, each $1 00.

5. Regents Questions in Civics, 1891–1900, with references for answers by page to Bardeen's Civics. 25 cts.

6. Regents Questions in Physics, 440 questions from recent examinations, with answers by S. C. KIMM. 25 cts.; Key 25 cts.

7. Regents Selections in Literature. Selections for Repetition from Memory at the Examinations conducted by the Regents of the University of the State of New York, in connection with the courses of American, German, French, and Spanish Literature. Each, paper, 10 cts.

The following books were all prepared by teachers in Regents schools expressly for Regents classes:

8. Helps in English Grammar. By ELSIE J. ROAT. 16mo, pp. 76. Paper 25 cts.; Cloth 50 cts.

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Regents Selections in Literature

1. The Regents Selections in American Literature.—Selections for Repetition from Memory at the examinations conducted by the regents of the University of the State of New York, in connection with the courses of American Literature. Paper, 16mo. pp. 34, 10 cents.

These selection were officially prepared in the regents office, and published under the direction of James Russell Parsons, jr., now secretary of the University. The American pieces are the following: Hail Columbia; Star-Spangled banner; Home, sweet home; Concord hymn; Old Ironsides; Union and liberty (Holmes); The present crisis (Lowell); Lincoln's Address at Gettysburg; Vision of Sir Launfal; Prayer of Agassiz.

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Besides the folksongs that have come down without names the authors are Fallersleben, Feuchtersleben, Goethe, Hauff, Heine, Körner, Rückert, Schiller, Schneckenburger, and Uhland. The 32 selections include a remarkable proportion of the most cherished songs in the language.

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The authors are Arnauld, Béranger, Bourget, Chateaubriand, Coppée, Delavigne, Dupont, Hugo, de Lisle, de Loulay, de Musset, de Perthes, Gautier, La Fontaine, Lamartine, Perrin, Prudhomme, Reine Hortense, and Voltaire.

4. The same in Spanish Literature. Paper, 16mo, pp. 21, 10 cts.

The pieces are La ramilletera ciega; Crepúsculo; El asno y el caballo; Sacudí; Las dos tumbas; Quién menoscaba mis bienes; El Español; Firmeza; Hoy como ayer, mañana como hoy; Qué hermoso es ver el día; Imagen espantosa de la muerte; Hymne de Riego; Alhambra; A la esperanza; Los defensores de la patria; Cupido; El sueño; A la patria.

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6. The same in American, French, and German Literature, with 22 pages of Music to which the songs are commonly set. Leatherette, pp. 120, 35 cts.

While these selections are indispensable for regents schools, they are also of great value in classes everywhere. Thus Miss Douglas, teacher of German in the Jamaica State normal school, writes of the German selections; "It is very nicely arranged and just what I needed;" and Prof. Severy of the Southwest Virginia Institute says of the French selections: "They are just what I want." Principal Fosdick of the Masten Park high school, Buffalo, wrote Oct. 25, 1901, "Please send me 25 dozen Regents selections in German Literature," which shows the extent to which these selections are used in the larger schools.

To have the best songs and hymns in each language thus presented in cheap and convenient form, either for memorizing or for use in the class, is a real boon to teachers.

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2. Current Topics, may best be prepared by reading The School Bulletin, $1.00 a year, or 10 cts. a number. *There has not been an examination in this subject that an intelligent person could not pass after spending an hour in reading three preceding numbers of The School Bulletin.*

3. Williams's History of Education, Ancient, $1.12; Mediæval, $1.12; Modern, $1.50. These are the only books that meet the requirements, as they are the only ones that give the history of education in New York State, on which there are always questions. *Conway's Studies in the History of Education*, 50 cts., is an outline prepared expressly for training classes.

4. Bardeen's School Law, 50 cts., in manilla or $1.00 in cloth; or *Johnson's School Law for Training Classes*, 50 cts.

5. Bardeen's Civics, $1.00, is the only text-book published which gives adequately the civil government of New York State, on which most of the questions are based. *Northam's Civil Government*, 75 cts., is also widely used. Both are up to date.

6. Hendrick's History of the Empire State, 75 cts., and *Prentice's History of New York*, $1.00, are excellent. *Juliand's Brief Views of American History*, 35 cts., profusely illustrated, is remarkably helpful.

7. Bardeen's Geography of the Empire State, 75 cts., gets results wherever used. No other book can take its placed.

8. Curtiss's Ninety Lessons in Arithmetic, 50 cts., was prepared by E. Curtiss, the former inspector of training classes, and Anna Eggleston Freedman, the most popular of all New York's institute conductors, expressly for training class work.

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5. *Commercial Geography*, 1000 selected questions, 1891-1905, with additions. Paper, 16mo, pp. 48, 25 cts. With key, cloth, pp. 125, $1 00.

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9. Regents Preliminary Question Book, containing Nos. 3, 4, 6, 7, 8 in one volume, no keys, paged continuously, cloth, pp. 440, $1.00.

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☞ *Nos. 3-8 and 10-14 are furnished for class use in paper, without keys, at $2.00 per dozen.*

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15. The Regents Examination Papers for the Academic years 1892-3, 1893-4, 1894-5, 1895-6, 1896-7, 1897-8, 1898-9, 1899-1900, 1900-1, 1901-2, 1902-3, 1903-4, 1904-5, 1905-6, cloth, 12mo, each year, $1.00. These volumes contain entire all the academic *and professional* examination questions.

The New Regents Questions

In June 1907, the new system of preparing questions for regents examinations went into effect, under which these questions instead of being made up in the regents office are prepared and passed upon by a representative body of teachers from all over the state. It seems fitting therefore that a new series of collections of these questions should begin with those of that month. The following subjects have been selected as of sufficient general interest to warrant their publication with answers:

arithmetic
elementary U. S. history and civics
elementary English geography
history and principles of education
physiology and hygiene
psychology and principles of education
spelling

These questions for June 1907, with answers, are published in the School Bulletin for July 1907, and these for January, 1908, are published in the School Bulletin for March, 1908. Hereafter all June questions will be published in the School Bulletin for the July following, and all January questions in the School Bulletin for the March following. These numbers of the School Bulletin are sent post-paid for 10 cents each; the School Bulletin is sent every month at one dollar a year.

The following Regents Questions are published in book form.

American history 1892–1904, 25 cts., with Key $1.00.

American literature 1895–1904, 25 cts. *Civics* 1891–1900, 25 cts.

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Elementary English 1895–1904, 25 cts.; with Key $1.00.

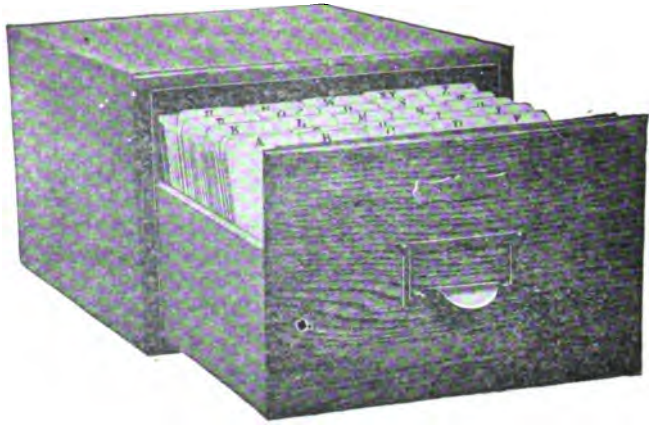
Geography 1866–82, 25 cts.; Key 25 cts. 1892–1902, 25 cts.; with Key $1.00.

Grammar 1866–82, 15 cts.; with Key $1.00.

Physiology and hygiene 1896–1905, 25 cts. *Psychology* 1895–1904, 25 cts. *Spelling* 1866–82, 25 cts. 1895–1904, 25 cts.

Also selected Regents questions with answers in (1) history of education and (2) biology, and without answers in (3) commercial geography, (4) English history, and (5) Grecian history at 25 cts.

The Regents Filing Cabinet



This Cabinet is intended for the larger schools, where the constant change of pupils makes our Regents Records too full for ready reference. The record for each pupil is the same as in the Regents Record, giving the full requirements according to the latest syllabus, but is on a separate card-board 6 by 10 inches instead of on the printed page, and hence may be inserted or removed at any time. The back of the card-board is blank, affording 60 square inches of space for any memoranda desired as to the pupil.

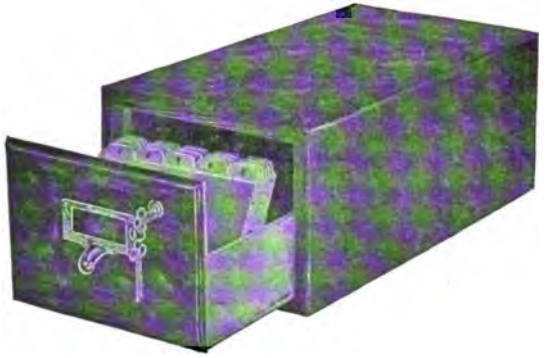
The cabinet is of oak, handsomely finished. It is supplied with 500 cards, but will hold 1000. Alphabetical guide-cards, A to Z, are furnished. Cards of pupils who have left the school may be removed, or placed in the back part of the drawer, leaving the cards in front only those of pupils now in school. Any number of boxes may be used, adapting the system to the largest schools. Extra cards are supplied at $1.50 per hundred.

Price complete with 500 cards, $10.00

The Regents Examination Record. The present edition of this Record covers the course of study adopted for the five years 1900-1905. It has received the approval of the Regents office, and blanks are left to provide for possible changes after the year 1905. This Record is well-known in Regents schools as an indispensable time-saver. It contains an alphabetical index, a classified record of certificates and diplomas, and individual records for 432 pupils, with dates of all credits, pass-cards, certificates and diplomas. It is substantially bound in half-leather. Price $3.00. For the larger chools, a double size, for 864 pupils, is bound in canvass. Price $6.00.

New System of School Records

Recommended by the Educational Department
(Samples Free)



CARD SYSTEM

Elementary, 8 years, or Academic, 4 years, 4 x 6 inches.
Price $1.00 per 100.
Filing Cabinet, 6 x 8 x 14 in., holding 1000 cards, made of selected Oak, lock and key, Price $4.50.
(No extra charge for lock and key.)
Index cards 25c. per set,

QUARTERLY REPORT CARDS

Elementary or Academic, 4 x 6 in. .....Price $1.00 per 100
Envelopes for the same, plain.....Price 50c. per 100
" " " " printed.....Price $1.00 per 100
" " " " printed .....Price $3.00 per 500

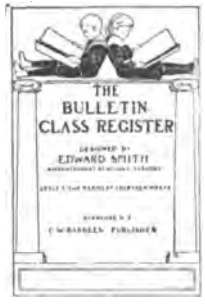
LOOSE LEAF BOOK RECORD

Elementary or Academic, on heavy ledger paper, 12 x 24 in.
perforated sheets.....Price $2.00 per 100
Stiff covers, ring-locking backs, holding 200 sheets...$1 50 each

We send out the cabinet or the stiff covers fitted with part elementary and part academic records if desired.

All these records are made of the best stock, and may be depended upon as in accordance with the Regents' specifications.

School Records and Reports



1. *The Bulletin Class Register.* Pressboard covers, 6″ x 7½″, 12 pages, 29 names per page ruled in colors for 5 recitations per week with space for the week's average. Used in 80% of the Regents schools of New York.

Register A 20 weeks without rewriting name
" B 14 " "
" C 14 " "
" D pocket edition 20 weeks.
" D special " " " double size.

Price A, B, C, D, 20 cts. each; by mail 25 cts.; per dozen $1.80
" D, special 30 " " 35 " " 3.00

2. *The Yearly Class Register.* This is prepared for those who like the plan of the Bulletin Class Register, but want a larger and more substantial record book. This book is 42 leaves, 8 x 10″, 25 names to page for 20 weeks, and is substantially bound in half-leather. Price $1.50.

3. *Bulletin Absence Record.* This is a record of absences or weekly standings, ruled, 50 names per page, weeks numbered to 20. It is 11 x 11½ inches, 400 pp., half leather. Price $3.00.

4. *Ryan's School Record.* Small cards for each week to be taken home by the pupils. 112 blanks to a sheet, per doz. sheets 50 cts.

5. *Aids to Discipline.* 80 certificates, 120 checks, 200 cards, 100 single and half merits. Per set $1.25. Supplied separately per 100, Merits 15c.; Cards 15c.; Checks 50c.; Certificates 50c.

6. *Keller's Monthly Report Cards.* To be returned with signature of parent. Cardboard 2½ x 4 in., per. 100, 50c.

7. *Yearly Report Cards.* Giving the complete report by months for the school year with place for parent's signature. This is a manilla two leaf folder 3½ x 5½, each 1c, per 100, 75c.

8. *Scholar's Ideal Record.* This is a 26-page booklet 3 x 5, a page for each month, and a certificate of promotion at the close. Price $2.50 per 100. With name of school teachers and board printed, $3.50 per 100.

For Regents Examinations

1. *The Regents Examination Record.* The present edition of this Record covers the course of study adopted for the five years 1906-1910. It has received the approval of the Regents office, and blanks are left to provide for possible changes after the year 1910. This Record is well known in Regents schools as an indispensable time saver. It contains an alphabetical index, a classified record of certificates and diplomas, and individual records for 432 pupils, with dates of all credits, pass-cards, certificates and diplomas. It is substantially bound in half leather. Price $3.00 For the larger schools, a double size, for 864 pupils, is bound in canvass. Price $6.00.

2. *Regents Individual Card Records.* These give the same individual record as above, but are printed separately on cardboard. Price $1.50 a hundred.

3. *Regents Examination Paper.* This is prepared from forms furnished by the Regents office, and is of a weight and quality of paper chosen there as best fitted for the purpose. It is used by the Regents themselves in examinations conducted by them. The paper is printed in the following forms, all double sheets unless otherwise specified.

1.	Double sheets, advanced heading -	ream	500
2.	" " preliminary " -	"	500
3.	Single " pages 5 and 6 - -	"	1,000
4.	Mathematics, advanced heading -	"	500
5.	" preliminary, " -	"	500
9.	Day Book or Journal, - - -	"	500
7.	Cash book, - - - - - -	"	500
8.	Ledger, - - - - - - -	"	500
9.	Balance sheet, single sheets - -	"	1,000
10.	Spelling - - - - - - -	"	500
11.	Graphic (cross lined), single sheets, -	"	500
12.	Drawing, single sheets - - -	"	500
13.	Training Class, - - - -	"	500

Blotters, 10 cents per 100.

Busy Seat Work

There is nothing more important than to keep pupils profitably engaged while in school.

Many are too young to use the text-book and others tire of the book but enjoy the same subject when presented on cards. Besides, our Geography and History cards introduce many important facts not found in the text book.

For Primary Pupils

1. *Word makers*, 300 letters, capital and small, heavy cardboard, printed both sides, with box, 10 cts. set, 96 cts. doz.; without box, 6 cts. per set.
2. *Sentence makers*, 300 words from 5 first readers, same price.
3. *Number makers*, 300 figures and signs, " "
4. *Drawing cards*, Primary, Intermediate, Advanced, each 25 cts. set.

For Intermediate Pupils

5. *Geography cards*, Part I primary 100 in set 50 cts.
6. *Geography cards*, Part II advanced " " 50 cts.
7. *Geographical Game*, "Our Country" 50 cts.
8. *Historical game*, American history, 50 cts.
9. *Historical cards*, 200, General history, $1.00
10. *Historical cards*, 100 U. S. Part I, 50 cts.
11. *Historical cards*, 100 U. S. Part II, 50 cts.
12. *Barnes' Primary Busy Work Drawing Cards*, 25 cts.
13. *Barnes' Advanced Busy Work Drawing Cards* 25 cts.
14. *Bell's Supplementary Drawing Helps*, 4 envelopes each, 10 cts.
15. *500 Pertinent Questions in Civics* in box 50 cts.
16. *500 Business Problems in Arithmetic*, in box . 50 cts.
17. *Bristol's Honesty Cards.* Drill in four fundamentals in Arithmetic, in box 50 cts.
18. *Sanford's Number Cards*, 45 combinations, in box 50 cts.
19. *Boynton's Drill Table Cards*, No. 1 addition; No. 2 subtraction; No. 3 multiplication; No. 4 review; per 100 cards, combining 1 and 2 on one card, 3 and 4 on another. $1.00
20. *Palmer's Physiology Cards*, in box 50 cts.
21. *The Picture Note Book*, 50 pages, 5 cts. each; per 100 $4.00

Aids to School Discipline.

These consist of 500 separate tokens, viz. 100 *Half-Merits*, 100 *Merits*,

200 *Cards*, (5's, like that here shown), 120 *Checks* (25's), and 80 *Certificates* (100's). The Half-Merits and Merits are printed on card-board, and the Cards, Checks, and Certificates are all printed attractively in two colors, with a watered back-ground.

The Aids may be used in various ways. For instance, in the morning give each pupil a card (5 merits), representing a perfect day, to be forfeited for misdemeanor, or failure in recitation. Single Merits and Half-Merits are for pupils who fail to retain their cards yet are worthy of some credit. Five Cards held by any pupil are exchanged for a Check (25 Merits), representing a perfect School Week. Four Checks are exchanged for a Certificate of Merit, representing 100 Merits or a perfect Month. These Certificates bear the pupil's name, and are signed by the teacher. The number held shows the pupil's standing.

It is needless to discuss the value of proper incentives, for either children or adults. The use of millions of these Aids, with the unbounded approval of teachers, parents, and pupils, assures us that they are doing great good.

They save time by avoiding the drudgery of record keeping and reports.

They abolish all notions of "partiality" by determining pupil's standing with mathematical precision. They interest parents in the school.

Price, per set in box (mailed)					$1.25
Supplied separately (by mail,)	"	"	Single Merits	per hundred	.15
"	"	"	Half-Merits	"	.15
"	"	"	Cards (5's)	"	.15
"	"	"	Checks (25's)	"	.40
"	"	"	Certificates (100's)	"	.50

C. W. BARDEEN, Publisher, Syracuse, N. Y.

How to introduce Test Examinations

The system of grade examinations for country schools as introduced into most of the rural schools of the State of New York seems to solve the problem of securing some uniformity of aim and method, with a uniform test of results, without attempting the rigidity of the union school, which would of course be impracticable. A general course of study is laid out, and examinations at stated intervals are given by printed questions furnished by the Department of Public Instruction. It is the universal testimony of the supervising officers where these grade examinations have been used that both pupils and teachers have profited by them, and have been eager to continue them.

The author of this book, Mr. Frank B. Housel, was especially interested in these examinations, and was so successful with them that he has prepared this volume as a help to his fellow teachers. In Part I he describes fully the plan; and in Part II gives series of questions for each grade from the 4th to the 9th in each of the following subjects:

arithmetic	language	physiology
geography	reading	history
grammar	civics	spelling

There are six of these series of questions, three for the first term's work and three for the second term's work, making altogether the most complete series of graded questions in common school subjects ever printed. It is a book that every teacher in every school can use with profit.

Herbert R. Glidden, School Commissioner of Orleans county, New York, says: "The author of this volume has been for several years a teacher in this county, and has had remarkable success with the New York system of grade examinations for country schools. This was due largely to his use of the system of test-examinations here given, and I believe they will be of great value in all schools using the New York grade examinations. I looked over the manuscript carefully, and unhesitatingly recommend the book to my brother commissioners and their teachers."

Hon. Charles R. Skinner, State Superintendent of New York, says in his report for 1899:

"The isolated country school should feel a close relation to the village high school, the teaching should be of a character which the village principal can approve, and the pupils should find an unobstructed way from the lower school to the higher. A similar relation should everywhere be recognized between all elementary schools and high schools, as well as between high schools and colleges. The advantages of unity need to be emphasized. The school should assist every child to make the best preparation for life, but it is a serious question to decide what material for study promises the best results, or what shall be classed as essential. *The elementary course of study, which is in general and voluntary use outside the cities, offers an answer to this question.* It suggests system in place of confusion; it serves as a bond of union, enabling the scattered elementary schools to give stronger support to each other and to the high schools."

Cloth, 16mo, pp. 166, 75 cts.

The Buffalo Examination Questions

All the questions given at the first 17 examinations of teachers in the city of Buffalo, June 8, 1892, to July 27, 1896, are now published in a single volume of 818 pages. Those given at the next 14 examinations, to June 30, 1899, are published in a second volume, and those given since January 1900, in a third volume. Price of each in manilla 50 cts., in cloth $1.00, postpaid. These examinations were for the following positions: principals of primary or grammar school; assistant in grammar school; assistant in German primary or grammar school; kindergarten. In the second volume, the same, and also high school certificates in Latin and Greek. The questions in the first volume number 8025, distributed as follows: Algebra 100; American history 404; arithmetic 406; botany 6; civil government 236; composition 102; drawing 6; geography 400; geometry 70; German 25; grammar 396; history of education 5; kindergarten 5; music 6; physical geography 6; physics 253; physiology 405; psychology 6; rhetoric 106; spelling 75; zoölogy 6. Those in the other volumes correspond, but the following additional subjects are given; authors, education, literature.

The value of these volumes is unusual. Previous to the establishment of the board of examiners in Buffalo all teachers had been appointed by the superintendent, and whatever certificates they held were given by him. The new law made it a prerequisite to appointment that a teacher should hold a certificate given upon examination by this board upon printed questions prepared by it and opened upon a given day and hour. Hence the questions were prepared with scrupulous care; and as they had reference to this sole purpose, they have a rare value in the examination of teachers. The range of subjects and the division into grades make them usable everywhere. The volumes are uniform with those of the New York State Uniform Questions.

It is now customary in large schools to keep sets of the leading series of examination questions, such as the New York Uniform Examinations, State Examination Questions, Regents Examinations, etc., and this series of Buffalo questions well deserves a place among them.

Southwick's Dime Question Books.

Some time ago *The Inter Ocean* of Chicago said:

"It is the doctrine of homœopathy that like cures like. The better educational journals have for some months been recognizing and deploring the use of cramming-books, but still the sale of cramming-books has increased. The fact remained that by the purchase and study of Somebody's Question Book the teacher could pass an examination in which she would have failed without such preparation. That the book was crude in design, inaccurate and unscholarly in execution, and in exact antagonism to all true method of study was not to the point. Still the facts remained: (1) The teacher must have a certificate, or she could not teach; (2) she could not get a certificate without passing an examination; (3) with a "Question Book" she could pass the examination, and without it she couldn't. Hence, spite of denunciation, she paid her twelve shillings for the book, as she would have paid it for quinine, had the doctor ordered it.

"In the interest of good scholarship, what then can be done to check the purchase of quack question books? There is but one remedy—to produce question books which shall be yet more available and effective than the others for the special purpose of passing an examination, but at the same time shall be scholarly in design and execution, and adapted, not to satisfy the mind with the little knowledge which is dangerous because it satisfies, but by presenting information logically and interestingly, to stimulate to further investigation.

"The author of this series has done precisely this work, and done it wonderfully well. * * * As we look over the successive numbers we are astonished at the fertility, and readiness, and above all the logical acumen of the author. * * * Perhaps it is in the very assurance one feels that the work is done by a master that much of the interest consists. Certainly no one can read a half dozen pages of any of these books without desiring to finish them, or finish them without feeling that his time has been well spent. We commend the series unhesitatingly, as not simply the best of the question books, but as thoroughly satisfactory where all others have been lamentably deficient."

ELEMENTARY SERIES.	ADVANCED SERIES.
3. Physiology.	1. Physics.
4. Theory and Practice.	2. General Literature.
6. U. S. History and Civil Gov't.	5. General History.
10. Algebra.	7. Astronomy.
12. American Literature.	8. Mythology.
14. Grammar.	9. Rhetoric.
15. Orthography and Etymology.	11. Botany.
18. Arithmetic.	12. Zoölogy.
19. Physical and Political Geog.	16. Chemistry.
20. Reading and Punctuation.	17. Geology.

Separately, each 10 cts. Either Series complete in one book, Cloth, $1.00; Manilla, 50 cts. Extra Volumes, by C. W. BARDEEN, 21. Temperance Physiology, 22. Book-Keeping, 23. Letter-Writing, each 10 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The Civil Service Question Book.

Are you tired of teaching? Do you sometimes wonder whether you could do anything else if you tried? Have you now and then thought that it would be well to have some other employment to look to, in case you felt that you had taught long enough? It is our business to publish books for teachers, books that will help them in their work and keep them in it. But there are circumstances that would make a government position desirable for some teachers, especially for young men and women who want to use the libraries and other helps in large cities. The pay is liberal, the hours are few, and once obtained the place is secure. These are all temptations to the idler, but they are opportunities for the student. Under the Civil Service law the road to such a position is simple.

100,000 PLACES are now filled exclusively by appointments dependent on examinations. No favoritism is possible. You do not need the influence of Congressman or politician. You have only to learn when the next examination is held, apply for the necessary papers, present yourself, and answer the questions asked. The appointments are made from those who stand highest, and are **OPEN TO WOMEN** as well as to men. All the particulars as to these examinations, how to find out the places and dates where held, and how to apply, are given in this volume, which gives also 943 specimen questions in *Arithmetic*, 575 specimen questions in *Geography*, 400 specimen questions in *English Syntax*, 100 each in *American History* and *Civil Government*, with full treatises on *Book-Keeping* and on *Letter-Writing*. To prepare for competition for places at **$1,000 AND HIGHER** these subjects are the principal subjects required. Any one who can answer the questions here given, *to all of which full and complete answers are added*, is ready to enter the next examination.

Hon. John B. Riley, late Chief Examiner of the State of New York, says of the book: "I am pleased with your Civil Service Question Book. It will not only be of service to those intending to try the Civil Service Examinations, but teachers or others who are obliged to prepare questions for examinations in common English branches will find it a great convenience."

The *American Bookseller* says: "The handy little volume called The Civil Service Question Book is a kind of happy thought in these days of C. S. examinations. In it the nervous and anxious seeker of a billet in the government service will find an ample selection of the kind of questions which he will be asked. If he can answer these, he will be able to answer any other likely to be asked."

The New England Journal of Education says: "It is worth as much to the teacher in his class, as to those aspiring to government positions. It is rarely that any book can be found with so many valuable and so few unimportant questions."

16mo, pp. 282. In Manilla 50 cts; in Cloth $1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Other Question Books

1. Beck's Graded Question Book. Cloth, 16mo, pp. 275. $1.00.

This book contains all the questions given for the examination of pupils in Napoleon, Ohio, from Sept., 1892, to May, 1899. There are 6585 questions altogether, divided into 12 grades, from the first primary to the graduating year of high school, and including the following number upon each subject:

algebra 100	English analysis 80	Latin, Virgil 40
arithmetic 1610	geography 1240	literature 90
higher 80	physical 50	classics 30
astronomy 70	geometry 60	orthography 40
book-keeping 40	German 30	penmanship 7
botany 40	history, U. S. 110	physics 80
civics 50	general 60	physiology 1040
English 1210	Latin 50	reading 8
advanced 40	Cæsar 30	rhetoric 70
grammar 170	Cicero 50	theory and practice 10

The convenience of having at hand questions in any subject adapted to any grade—as for instance suitable questions in physiology and hygiene with especial reference to stimulants and narcotics for the A grammar, 8th year—will be appreciated by busy superintendents, as well as by teachers who want review questions at hand of a kind fitted to the class.

2. Stilwell's Practical Question Book. Cloth, 12mo, pp. 400. $1.50.

The distinguishing feature of this book is that for every answer it gives references by page to well-known authorities, thus not only ensuring accuracy but enabling the teacher to get fuller answers when desired. It covers the common school subjects, with book-keeping, civics, physics, pedagogy, etc.

3. Sherrill's Normal Question Book. 16mo, pp. 460. Manilla 50 cts.: cloth, $1.00.

This, like the above, gives authority by page for every answer, and besides the common school subjects give questions and answers in civics, literature, penmanship, parliamentary rules, and pedagogy. There is also an appendix with rules for examinations, hints on preparing manuscripts, outlines of percentage and theory and practice of teaching, etc.

4. Craig's Common School Question Book. Cloth, 12mo, pp. 492. $1.00.

This book has had a large sale, and gives questions and answers upon most of the subjects likely to come up in an examination of teachers.

5. Quizzism. Quirks and Quibbles from Queer Quarters. Being a Mélange of questions in Literature, Science, History, Biography, Mythology, Philology, Geography, etc. By A. P. SOUTHWICK. Cloth, 16mo, pp. 55. 25 cts.

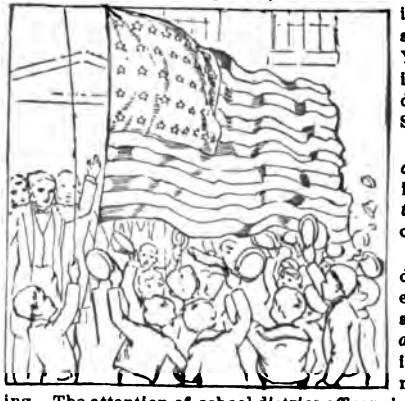
The same with Key, $1.00.

A stimulus for home study, and interesting for school or teachers' gathering.

6. A Quiz-Book on the Theory and Practice of Teaching. By A. P. SOUTHWICK. Cloth, 12mo, pp. 220. Price $1.00.

American Flags for Schools.

Many States now require by statute law that every public school building must be provided with an American flag. The New York law upon this subject is unequivocal. In a circular dated Oct. 3, 1895, the State Superintendent says:



"The foregoing law is *mandatory* in its terms, and there is *no discretion vested with the school authorities* as to compliance therewith.

"It is the duty of all school district officers and boards of education to purchase a flag and its necessary appliances *at once*, and a failure to do so is sufficient cause for the removal of any officer so refusing. The attention of school district officers is also called to the provisions of section 51, title 7 of the Consolidated School Law, which authorizes school district trustees, whenever authorized by law to incur any expense for a school district, to raise the amount necessary to defray the same by a tax in the same manner as if the definite sum to be raised had been voted by a district meeting.

"It is therefore *not necessary to submit the question of purchasing a flag to the inhabitants of the school district at a school district meeting;* and trustees have the authority to purchase the same and levy a tax upon the district for the expense thereof."

We make flags only of ONE QUALITY and THE BEST. Every flag we sell is made of the first quality United States Standard Wool Bunting. The stars and stripes are SEWED, and the colors will not run or fade. The flag may be freely washed whenever necessary.

Hon. Charles R. Skinner, State Superintendent of Public Instruction, writes as follows: "I have yours of the 17th inst., and have also received your samples of the flags referred to. You do exactly right in proposing that the best is always the cheapest. Your flag at $5.00 is more desirable than the other flag free."

The following prices are for these Flags postpaid:

4 ft. by 8 ft.	$3 50	8 ft. by 15 ft.	$10 00
5 ft. by 10 ft.	5 00	10 ft. by 18 ft.	15 00
6 ft. by 12 ft.	6 50	15 ft. by 25 ft.	30 00

We recommend the 5 x 10 at $5.00 as the best for ordinary schools.

All flags sold by us are warranted.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Portraits for the School Room

It is no longer necessary to argue for the value of portraits, as they are almost universally in use. We can supply the following, in the forms indicated by figures and at prices shown below:

Abbott, G. D., 4
Agassiz, 1
Alcott, W. A., 4
Arnold, T., 4
Bailey, E., 4
Barnard, H. O., 1, 4
Bryant, 3
Burns, 1
Burrows, T. H., 4
Carter, J. G., 4
Colburn, W., 4
Columbus, 3
Comenius, 2
Dickens, 1
Dwight, E., 4
Emerson, G. B., 4
Emerson, R. W., 3
Felton, C. C., 4
Franklin, 1
Froebel, 2, 4
Gallaudet, 4
Gallaway, S. 4
Goldsmith, 1
Hammond, C., 4
Hart, J. S., 4
Haug, V. 4
Hawthorne, 3
Hillhouse, J., 4
Holmes, 3
Hovey, C. E., 4
Howe, S. G., 2, 4
Jefferson, 1
Kingsbury, J., 4
Lawrence, A. 4
Lincoln, 3
Longfellow, 3
Lowell, 3
Luther, 1
Mann, Horace, 4
Mason, Lowell, 4
North, S. I., 4
Page, D. P., 4
Partridge, A. 4
Peabody, Geo., 4
Peirce, Cyrus, 4
Perkins, T. N., 4
Pestalozzi, 2, 4
Philbrick, J. D., 4
Randall, S. S., 4
Russell, W., 4
Ryerson, 4
Sheldon, E., 2
Sherwin, T., 4
Stowe, C. E., 4
Tappan, H. P., 4
Tillinghast, 4
Wadsworth, Ja., 4
Washington, 1, 3
Washington, Martha, 1
Wayland, F., 4
Webster, 1
Whittier, 3
Wichern, J. H., 4
Willard, Emma, 4
Woolworth, S. B., 4

1. Heliotype, 22x28, $1.00. 2. Photo engraved, 22x28, $1.00. 3. Lithograph, 22x28, 50 cts. 4. Steel, artist proof, $1.00.

Mottoes for the Schoolroom

Among the potential means of inculcating moral precepts in school is the display of mottoes where they will continually meet the eye. They become associated in the recollection with the walls of the room, so that whenever the schoolroom is recalled to memory these mottoes stand out in the foreground and are thus a continual reminder. When the publisher of these mottoes calls to mind the first public school he attended, he always thinks first of the door of exit, and of the motto that was tacked up over it, "The Way of the Transgressor is Hard," a statement that his experiences in that school gave him frequent opportunity to verify.

The spirit of school discipline is different now, and the precepts are more of encouragement than of warning. But it is still wise to keep before the eyes of pupils injunctions to right conduct that will be a continual suggestion at the time, and a perpetual remembrance afterward.

At the suggestion of A. W. Edson, now assistant superintendent of schools in New York city, we have prepared a set of 24 mottoes, printed one on each side of 12 heavy colored card-boards, 4 x 7 inches each. The mottoes are as follows:

"Never too Late."
"Above all, be Useful."
"Dare to Say No."
"God Bless our School."
"Avoid Anger."
"Be Good, Do Good."
"Think, Speak, Act the Truth."
"Fear to Do Wrong."
"Misspent Time is Lost Forever."
"Speak the Truth."
"Act Well Your Part."
"Strive to Excel."
"Try, Try Again."
"Be Diligent, Prompt, and Useful."
"Think Good Thoughts."
"Learn to Study."
"Before Pleasure Comes Duty."
"Think First of Others."
"Dare to Do Right."
"Order is Heaven's First Law."
"A Will Makes a Way."
"Study to Learn."
"Hold Fast to Honor."
"God Sees Me."

PORTRAITS FOR THE SCHOOLROOM

Naturally in buying pictures for the schoolroom the first call is for portraits of Pestalozzi and Froebel, with whose names, in this country at least, is worthily associated that of Dr. E. A. Sheldon, principal of the Oswego normal, who introduced Pestalozzian principles here. We have had the three specially engraved and can furnish them on paper 22x28 inches, suitable for framing. The portrait of Comenius which hangs in so many schoolrooms, will now have worthy companions, and the four pictures will be sent to any address postpaid for $2.00. They should be found in every schoolhouse in the country. Let the children become acquainted with Comenius, the father of modern education; Pestalozzi, who was the first to teach children to observe; Froebel, who made school-life enter into the play as well as the work of the child; and Sheldon, thus far the greatest of American teachers. We can also furnish at $1.00 each fine portraits of the same size of Bryant, Emerson, Hawthorne, Holmes, Longfellow, and Lowell.

Circle Portraits

In the early management of our Teachers Agency we had much difficulty in regard to Photographs. It is almost impossible to secure an *election* of a teacher by correspondence without sending a picture. But some applicants neglected to send us a photograph; others sent one but urged us not to let it go out of our hands as it could not be duplicated; and on the other hand we found school-boards dilatory about returning the photographs we sent, so that a teacher would lose an election in one place while his chances were being considered in another.

To obviate this difficulty we made arrangements to prepare Postage-Stamp Photographs, and of those little pictures we made more than half a million for our candidates and others. But they were small, and we afterward succeeded in making contract by which we can supply *for One Dollar* 100 photo-engraved portraits of the size and quality of the specimen here given, printed like a postage-stamp on adhesive paper, which are to be known hereafter as Circle Photos. This is an offer unprecedented, and is made possible only by the quantity we order. *For Two Dollars* we will send not only 100 gummed pictures like this, but also the plate from which they are printed, which can be used on any printing-press, and thus inserted without extra cost in catalogues, circulars, programmes, diplomas, etc. To those who do not care for the gummed photos, but who want the plate to print from in catalogues, etc., we will furnish the plate alone *for One Dollar*. We have made more than 7,000 of these plates, and can guarantee that they shall be as clear as the condition of the photograph makes possible. Give us clear photographs and we will give you clear pictures. Portraits of the entire Faculty of a school, with the members of the Board of Education, may thus be procured at slight expense, and used wherever desired in connection with school-printing.

For this purpose we get the best results from cabinet photographs, though we can make them from larger or smaller pictures when necessary.

Be sure to write your name on the back of the picture sent. We sometimes get twenty photographs by a single mail, some of them without any name or accompanying letter, and with the post-mark effaced, so that it is impossible to guess from whom they came.

To recapitulate: For One Dollar sent with a cabinet photograph we will furnish post-paid either the plate ready to print, or 100 gummed portraits of the size and quality here shown.

For Two Dollars, we will furnish both the 100 circle-photos, and the plate from which they are printed.

Diplomas Printed for Your School.

The increasing demand for diplomas, due to the perfection of courses of study in our academies and union schools, has led us to give especial attention to providing forms which shall be tasteful and handsome, and yet far lower in price than where single orders are received and a new plate engraved for each school. We keep in type three or four of the styles most commonly approved and furnish them to order, *with the name of the school printed as part of the diploma*, and with any changes that the individual taste of the principal may suggest, at the following rates:

(*a*) Bond paper,	14x17,	for 25 or fewer	$5.00
"	"	" 50	6.50
(*b*) "	16x20,	" 25 or fewer	5.50
"	"	" 50	7.50
(*c*) Parchment,	15x20,	" 1 copy	3.50
Each additional copy			.75

Specimens will be sent on request.

Among the institutions for which we have printed diplomas, in some cases for the past fifteen years, are the following:

CITY SCHOOLS: Amsterdam, Binghamton, Elmira, Lockport, Syracuse.

NORMAL SCHOOLS: New Paltz, N. Y.; Deport, Texas.

UNION SCHOOLS: Afton, Amityville, Angola, Arcade, Attica, Avon, Bainbridge, Baldwinsville, Ballston, Bay Shore, Belfast, Boonville, Brocton, Candor, Canajoharie, Canastota, Catskill, Central Square, Chaumont, Chester, Chittenango, Clyde, Cobleskill, Corfu, Crown Point, Cuba, De Ruyter, Dryden, East Syracuse, Ellington, Flatbush, Forestville, Fort Covington, Frankfort, Garrison, Geddes, Greene, Groton, Hammondsport, Herkimer, Hermon, Holland Patent, Honeoye Falls, Islip, Jordan, Livonia, Lockport, Madison, Manlius, Mannsville, Margaretville, Matteawan, Mechanicsville, Middleburgh, Morrisville, Montgomery, Mount Morris, Parish, Perry, Phelps, Port Byron, Port Henry, Riverhead, Rushford, Sag Harbor, St. Johnsville, Sandy Creek, Sayville, Sherburne, Sidney, Skaneateles, Smithville, Stillwater, Suspension Bridge, Three Mile Bay, Tompkinsville, Tonawanda, Tuckahoe, Union Springs, Washington Falls, Washingtonville, Waterford, Waterloo, Webster, Whitney's Point, Wilson, Windsor, Wolcott, *N. Y.;* Naugatuck Centre, *Mass.;* Gettysburg, Springfield, *Pa.;* Lake City, *Fla.;* Berlin Heights, La Grange, Lebanon, Leipzig, McConnelsville, New Washington, Sabina, *O.;* Astoria, Syracuse, *Ind.;* Carmi, *Ill.;* Farragut, Freemont, Sumner, *Ia.;* Beloit, Russell, Sabetha, *Ks.;* Troy, *Miss.;* Monroe, *La.;* North Branch, Orion, *Mich.;* Waterbury, *Vt.;* Wesley, *W. Va.;* Wonewoc, *Wis.*, etc. etc.

ACADEMIES, ETC.: Adams, Belleville, Brasher Falls, Community, Copenhagen, Dundee, Hudson, Kinderhook, Lawrenceville, Mexico, Peterboro, Pine Plains, Pulaski, Sodus, Walworth, Woodhull, *N. Y.;* East Florida Seminary, *Fla.;* Electic Institute, *Ky.;* Macon, Mississippi Female College, Pittsborough Male and Female College, *Miss.;* Gettysburgh, St. Francis Xavier's School, Ward Academy, *Pa.;* Benedict College, *S. C.;* Lampasas College *Tex.;* Sherwood Seminary, Staunton, *Va.*, etc., etc.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

The "Perfect" Book Stand

A Great Convenience, Book and Time Saver

A perfect stand for City Directories and books of all kinds that

are in constant use, especially adapted for books of public use. The stand is handsome in appearance, well made, with rubber balls countersunk in the feet so as to prevent marring the desks or counters and making it easy to sit on glass counters or marble shelves. It is finished nicely in enamel, nickle or bronze, and makes a very attractive and useful addition to the fixtures of any hotel, store, office, club, or public institution. It also has a nickle rod attachment which fastens the book through the centre, holding and locking it in place, making it very desirable for hotels, stores, and all public places. As the book is fastened in place it preserves the binding and keeps the book in good condition.

The book with the holder revolves on the base and is at the proper angle for reading. Being adjustable the stand will accomodate any book, either thick or thin, whose dimensions are between 6 and 12 inches high.

Just the thing for ministers, lawyers, and students for their reference books, and invaluable in schools.

They are much used in libraries where the book is not to be taken from the room.

PRICES:

Japan	$2.75
Nickle	3.00
Bronze	3.25

THE C. W. BARDEEN SCHOOL SUPPLY HOUSE
313-321 East Washington Street, Syracuse, N. Y.

—THE SCHOOL BULLETIN PUBLICATIONS—

The Caxton School Desk

There is one thing school officers should never forget in buying school furniture, that if the wood warps or the iron breaks, the desk is worse than useless. We have sold these desks for ten years, and we *guarantee* every desk we send out.

So many cheaply made school desks are now offered to unwary purchasers that trustees should carefully consider the following points before purchasing. Write us for circulars.

What you get in the Caxton	What is sometimes offered
1. Best selected hard maple.	1. Second class wood.
2. Best varnish—two coats and filler.	2. Covered with cheap varnish, one coat.
3. Iron all new and tough, from Northern Michigan.	3. All or part scrap iron, brittle.
4. Best Japan, oven baked, never peeling off.	4. Black paint, soon dried, soon coming off.
5. Best quality glue.	5. Cheap glue, soon falling away.
6. Woods fastened to irons by dovetail.	6. Woods attached to irons by wedges and screws.
7. Irons of No. 2 desk weigh 33 lbs.	7. Irons weigh 25 lbs.
8. Foot rest and brace.	8. No foot rest.
9. Rounded corners and beveled edges.	9. Square corners and edges.
10. Noiseless hinge that cannot sag, as weight of pupil does not rest on bolt.	10. Noisy, hard-working hinge that soon sags.
11. Artistic and neat appearance.	11. Clumsy and awkward.
12. Built with proper curves for comfort and health of pupils.	12. Hard and uncomfortable for the pupils.
13. Will last as long as the building.	13. Soon fall to pieces.

School Blackboards

1. Natural Slate.—Many schools will use only slate blackboards, and we have for years supplied most of the villages and many of the cities of the state. There is a great difference in slate. Ours is carefully selected from the best quarries, and is dark in color, without light spots. The price varies according to width, from 19 to 23 cts. a square foot.

2. Bulletin Triple Blackboard.—This is made of successive layers of selected *woods*—not fibre or paper—laid together transversely and subjected to great pressure, providing a body more solid than a natural board. Upon this are placed four successive coats of artificial slate made by mixing ground slate with other ingredients. This produces a black absolutely unfading and permanent, which cannot become glossy or reflect the light. It cannot be broken or dented by ordinary usage, can be shipped in any length desired up to 12 feet and either 3 or 4 feet wide, weighs only one pound to the square foot, is easily handled, and may be put up by any one who can use a hammer. Price $1.50 a square yard.

3. Compo Blackboard.—This is made of ground wood fibre, subjected to enormous pressure, is coated like the Triple boards, and is designed to meet the demand for less expensive boards than Triple or natural slate. It is superior to hyloplate and similar compositions because of its slate surface and carries with it our guarantee of perfect satisfaction, Price $1.25 a square yard.

4. Slated Cloth or Paper.—Cloth slated on one side is furnished in rolls 4 feet wide at $1.00 a linear yard; slated on both sides at $1.50. Slated paper at 50 cts. a square yard.

5. Portable Blackboards.—Portable boards of *slated cloth* or *paper* mounted on *rollers* with *hooks* and *rings* for hanging up are furnished as follows:

2 x 3 feet,	*Cloth*, $1.50.	*Paper*, $1.00	3 x 6 feet,	*Cloth*, $4.00.	*Paper* $2.70
3 x 6 "	" 2.70,	" 1.80	4 x 6 "	" 5.40.	" 3.60

Made of Bulletin Triple Board these Portable Blackboards cost as follows:

18 x 24 inches,	$1.50	33 x 45 inches	$3.50
24 x 33 "	2.00	39 x 51 "	5.00
27 x 39 "	2.50	52 x 64 "	8.00

Blackboard Slating

For resurfacing old blackboards and often for preparing new blackboards, especially where it is desired to use the plaster walls of new buildings, it is customary to use liquid slating. Care should be taken in the selection of this material. Much that is sold for blackboard slating is only a cheap black paint, making a smooth surface that will not hold the crayon, and soon becoming shiny and trying to the eyes.

Our slating is the best that can be made. It contains no oil or grease, and will not become faded or greasy or glossy with use. By its use the eyesight of children is saved, and most of the evil effects of chalk dust are escaped, for a beautifully clear and distinct mark is produced with the minimum of crayon wear and dust. It is really ground slate in liquid form, and can be applied by any one to any surface. Full directions come with every can.

A gallon will cover 250 square feet two coats. The application of *two coats* is recommended for old or imperfect boards, but for new boards and old boards with good foundations, we recommend two additional coats. This gives a surface unequalled for dead blackness and durability. A gallon covers 150 sq. ft. four coats. If the board has been made smooth and glossy by the use of poor slating, two coats will make an excellent surface.

Price per gallon $4.00; ½ gallon $2.25; quart $1.25; pint 70 cts.

Brushes for applying slating, 3 inches wide, 40 cts.; 3½ inches, 50 cts.; 4 inches, 65 cts.

Blackboard Compasses, 18 inches long, rubber-tipped, 50 cts.

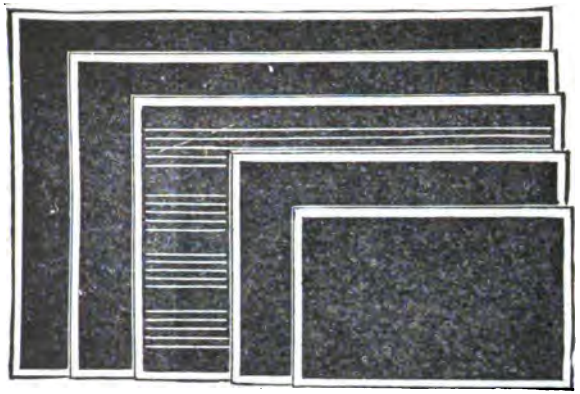
Blackboard Pointers, best grade, rubber-tipped, per dozen, $1.25, cheaper quality, per dozen, 80 cts.

Mouldings for Blackboards, 6 cents per foot.

Chalk Trough to put underneath the Blackboard, 10 cents per foot.

Revolving Blackboards, slated both sides: No. 29, 40 x 52 inches, $9.00; No. 30, 46 x 64 inches, $10.00; No. 31, 52 x 76 inches, $12.00. These have many advantages, as they may be moved from room to room, and work prepared can be kept out of sight till needed.

Framed Blackboards



Our framed boards are made of the Bulletin Triple Board, consisting of successive layers of selected *woods*—not fibre or paper—laid together transversely and subjected to great pressure, providing a body more solid than a natural board. Upon both sides of this are placed four successive coats of artificial slate made by mixing ground slate with other ingredients. This produces a black absolutely unfading and permanent, which cannot become glossy or reflect the light. These boards cannot be broken or dented by ordinary usage, are light, portable, and are needed as as adjuncts in schools even though plenty of wall blackboard is provided. Prices as follows:

No. 1.	18x24 inches, $1.50	No. 4.	33x48 inches, $3 50
No. 2.	24x33 " 2.00	No. 5.	48x51 " 5.00
No. 3.	27x36 " 2.50	No. 6.	48x72 " 8.00

Lined out for music $1.00 extra.

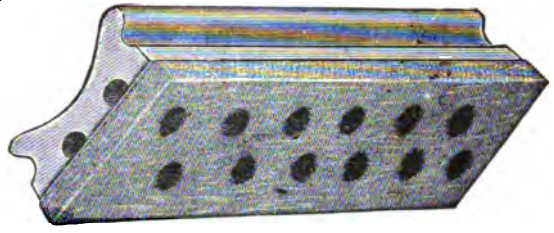
REVOLVING BLACKBOARDS

These are like the above, Triple Board slated on both sides, but fixed in a frame in which they revolve, so as to show either side at will. Prices:

No. 29	40x63 in.	$ 9.00
No. 30.	46x64 in.	10.00
No. 31.	52x76 in.	12.00

Blackboard Erasers

1. The McCully Perforated Eraser. 15 cts. each by mail; 75 cts. a dozen by express.



When you have got a good blackboard be sure and get good Erasers. The marked peculiarity of the McCully is that it provides spaces into which the crayon dust falls and where it remains until shaken out, outside the school-room. It deposits the chalk through the holes into the grooves, leaving the surface of the eraser always clean, and thus enabling it to take up every particle of dust. It is the neatest and prettiest eraser made. Its clean rectangular edges are especially adapted to map and other pictorial black-board work, where the erasing is to be done deftly and exactly.

2. The Favorite Eraser. 10 cts. by mail; 50 cts. a dozen by express. This eraser is known all over the country, having been in common use for thirty years It provides grooves into which the crayon dust falls, to be shaken outside the building. The felt is of assorted colors, making the eraser handsome as well as useful.

3. The Perfection Eraser. 20 cts. each by mail $1.25 a dozen, by express. This eraser is made entirely of felt, absolutely noiseless, and will outwear five ordinary erasers. It is made of layers of red, white and blue felt, with a stiff back, thus overcoming the objection heretofore made to all felt erasers. It is expensive, but it is luxurious and in the end it is economical.

Blackboard Crayon

When you have secured a good blackboard be sure to get good crayon. Poor crayon will destroy the best surface by the grit it contains, besides injuring the pupils' eyes by the indistinctness of the marks it makes.

1 *Anduseptic.* We have dealt in blackboards for thirty years, and have tested every kind of crayon offered. We are prepared to say that up to the present time no other crayon has been

made with so many good qualities as the Anduseptic. It is noiseless, it does not grease or scratch the board, it does not "bind" when you are doing rapid work, *it can be erased easily, permanently, absolutely.* It is guaranteed to contain no plaster of paris or other harmful ingredients.

With all this it is economical. It costs more than ordinary soft crayon, but it will outwear it six to one, as was shown by an extensive test in the schools of Syracuse, where it has since been adopted. Price per gross 40 cts.; 12 gross $3.84; 25 gross $7.50.

The amount of dustless crayon used increases each year. The great benefit to the health and comfort of both teachers and pupils is so apparent that when once tried its future use is assured. No other should be used upon slate blackboards, as by it the probability of scratching the board is removed.

2 *Alpha* crayon is similar in its purpose and is sold at the same price, and we carry it always in stock in large quantity.

3 *Sterling* crayon, per dozen gross, $1.30; per 100 gross, $ 9.00
4 *Sandusky* " " " " 1.40; " " " 10.00
5 *Waltham* " " " " 1.40; " " " 10.00

For enameled crayon of any of the above Nos. 3, 4, 5, add 10 cts. per dozen gross, or $1.00 per 100 gross.

6 *Colored Crayon*; assorted colors, No. 1, $1.50 per gross. Small boxes of colors are sent by mail for 25 cts.

No one need be told now-a-days how much colored crayon adds to the interest and the effectiveness of teaching.

Color Work in the Schoolroom

Nothing more distinctively marks the progress of the last decade than the extent to which color work is now used in the schoolroom. In many schools color is used before outline, and in all it forms an important element of art instruction.

Besides this systematic teaching of color, it has been found that with younger pupils color offers the most fascinating and profitable busy work. It is important, however, that the colors be the pure colors of the rainbow, so that the combinations may educate the eye correctly. For this purpose we offer the following.

1. Desk Work Rainbow Colors.—These come in boxes of 7, giving the 7 colors of the rainbow. Each crayon is 3½ inches long, paper-covered so as not to soil the fingers, of correct color, free working, and fitted for pupils from the lowest kindergarten upward. *They are to be used on paper only,* not on the blackboard. Price per box, post-paid, 10 cents. Special price on large quantities.

It is surprising to see the fascination these colors have for young children. A pad of paper and a box of these colors will occupy a child for hours, to his delight and profit. Map-drawing is no longer a drudgery when each state may have its own color. Words are copied with pleasure when a new color is permitted for every line. Even number work may be made more interesting by letting the child add 7 blue, 6 red, 5 yellow, and 4 purple lines, and so on. Not to avail one's self of this assistance in primary work is to lose one of the greatest helps this generation has provided the primary teacher.

But their special use is in preparation for drawing. Color, that used to be last, now comes first in the drawing course, and the earlier the child's eye is trained the more accurate will be his discrimination. Many schools unable to put in a regular drawing course can get much of the benefit of such a course through these rainbow colors, and pupils in primary departments will be prepared by these to take up the regular work of drawing when they reach it.

2. Blackboard Colored Crayon.—This is now extensively used in blackboard work, and is an important part of the school outfit. We sell it, assorted colors, at $1.50 a gross. Different colors by the gross cost from 50 cents to $3.00 according to color. Small boxes of nine colors are sent by mail for 25 cents. Colored crayon heightens the interest of blackboard work; makes maps and diagrams much clearer; gives means for cheap and effective schoolroom decoration; and inspires in all pupils a desire to make pictures on the board and thus encourages a taste for drawing. In no other schoolroom apparatus does a little money go so long a way.

Dry Water Colors

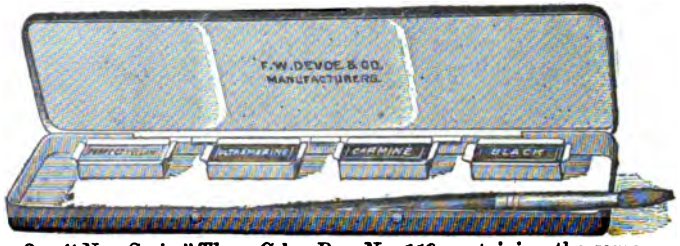
1 *No. 2 three color box* is furnished for teachers who want their pupils to mix primary shades. It contains three colors of extra strength viz., Perfect yellow, Ultramarine blue and Carmine. Two cakes of yellow are provided, because in mixing more yellow is used than either of the other colors. Price 30c each prepaid, $3.00 per doz. by express.

ENAMELED WATER CUPS

Price, 60c doz.,

$3.50 per 100

2 *No. 2½.* Same as above colors and price but instead of two quill brushes, we supply one long handle No. 7 brush.



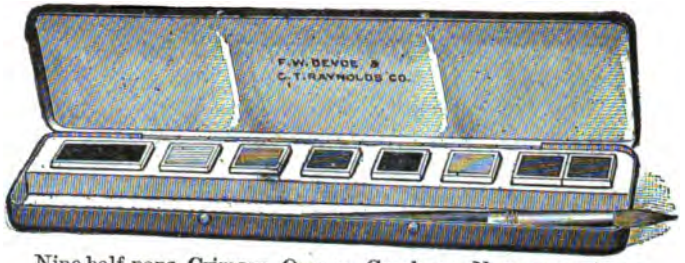
3. *"New Series" Three Color Box No. 112* containing the same colors and No. 7 brush. Price 40c. each prepaid, $4.20 doz. by express.

4. *New Series, No. 122.* Same as the above, except that a cake of Black is substituted for one of the Yellows. Same price.

5. *No. 7 Brush*, 5c. each, 60c. doz.

Moist Water Colors

6. *Moist Water Colors*, No. 119. in japanned tin boxes, with removable tray. For high schools and academies.

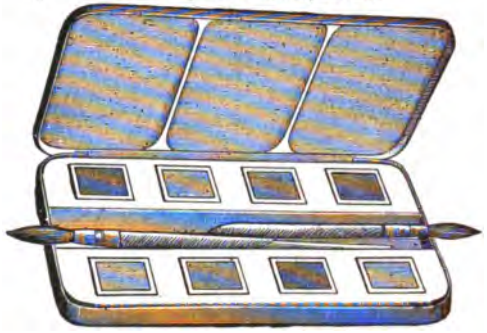


Nine half-pans, Crimson, Orange, Gamboge, New green, New blue, Violet, Yellow, Ochre, White, Burnt sienna and one No. 7 brush. Price $6.60 doz., 75c. each.

This box is 2 in. wide, 8 in. long, and will hold the long handle brush, having thus many advantages over the small boxes. The tray is removable and will hold either the small or the large pans.

The quality of these colors and brushes is much superior to those ordinarily furnished for school use.

7. *No. 25.* (4½)—Crimson, Gamboge, New blue, New green, Burnt sienna, Orange, Violet and Yellow Ochre, with 2 Quill Brushes; or (4½ C) substituting Green, Warm grey, Cold grey for New green, Burnt sienna, and Violet; or (4½ E) either 4½ or 4½ C, substituting 1 No. 7 for 2 quill brushes, 35 cts.



Ink and Inkwells

The Bulletin jet black ink is no experiment. It is used in hundreds of schools, and we sell it in quantities varying from a pint to a barrel. It runs freely, does not become thick with age, and is not injured by freezing. Price 50 cts. per gallon, $2 00 for 5 gallons, $10.00 for 30 gallons.

No. 3.

We can supply any of the standard makes of inkwells and can furnish glasses to fit any style manufactured. Below we give cut, description and prices of a few standard makes.

No. 3 is used with many of the best desks. It fits flush with top of desk, out of the way of books; requires only round hole in the wood $1\frac{7}{32}$ in. in diameter; is easy to fit in the desk; the glass easily lifts out for cleaning; the ink cannot be spilled by placing books into the desk under the well; the cover opens with finger pressure; freezing the ink does not break the glass. Price complete, $1.50 doz.; glasses alone 50 cts. a dozen.

No. 7 is an all-glass inkwell that requires no iron frame or holder. It does not project below the under surface of the desk, hence the ink cannot be spilled. It comes in sizes that will fit any inkwell from $1\frac{1}{4}$ to $2\frac{1}{4}$ inches in diameter. We can furnish this well in bottle shape with an unfastened rubber stopper at the same price.

Price complete... .....$1.20 per doz.

No. 5.

No. 5 has long been in use and is often wanted to match others of the same kind. It has a round glass and can be used with a hole from $1\frac{1}{4}$ to $1\frac{3}{8}$ inches inches in diameter. Price complete, $.25 per doz.; glasses 50 cts. per doz. We can furnish glasses that will fit any desk manufactured, for 50 cts. a doz. In ordering odd sizes send sample of old glass.

Ink for Schools

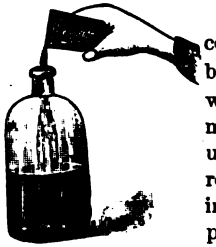
1. *Bulletin Ink* This high grade ink, good enough for any purpose, has been used with the best of satisfaction for years in many of the best school systems in New York, including Syracuse and Oneida. We guarantee this ink to be jet black, to flow freely, not to corrode the pen, not to become thick, and not to fade.

PRICE, F. O. B. SYRACUSE, N. Y.

In jugs, 1 qt. 25c, 1 gal., 50c, 2 gal., $1.00, 3 gal., $1.50. In 5 gal. keg $2.75, with a credit of $ .75 on return of the keg prepaid.

2. *Writing Fluid.* Carter's or Stafford's writing fluid can be furnished as follows: 2 oz. cylinders, 5c size, 40c doz ; pint bottles, 50c size, $4.00 doz.; Quart bottles, 75c size, $6.00 doz., 5 gallon keg, $5.00.

3. *Fountain Pen Ink.* 2 oz. bottles French Panel, 10c each, 75c doz.; 4 oz. patent rubber filler, 25c each, $2.40 doz.



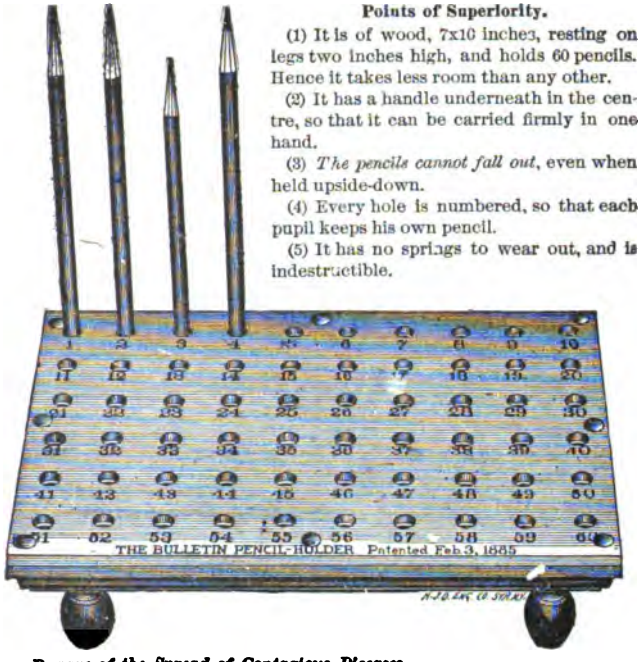
4. *Ink Compound.* We can furnish this compound in powder form, either black or blue. When disolved in clear soft water it will make a freely flowing ink without sediment, especially adapted for school or library use. This ink will not fade, mould, or corrode steel pens, and is not injured by freezing or hot weather. It is prepared by simply putting the contents of the package into a receptacle and adding the requisite amount of water marked on each package. Price of quart packages delivered free, 1 qt., 15c; 12 qts , $1.25; 36 qts., $3.50; 72 qts., $6.75; 144 quarts, $13.00.

In gallon packages, 12 gals., $2.50; 36 gals , $7.00; 72 gals., $13.50; 144 gals. $25.00.

In cases containing 5 gals, $1.25; 10 gals., $1.75; 30 gals. $4.75; 60 gals., $9.00; 120 gals , $16.75.

5. *Bulletin Writing Fluid.* This fluid is blue-black and soon turns jet-black. It is the grade used in banks and offices. $1.00 per gallon in jugs; $5.00 for 5-gallon keg.

The Bulletin Pencil-Holder.



Points of Superiority.

(1) It is of wood, 7x16 inches, resting on legs two inches high, and holds 60 pencils. Hence it takes less room than any other.

(2) It has a handle underneath in the centre, so that it can be carried firmly in one hand.

(3) *The pencils cannot fall out*, even when held upside-down.

(4) Every hole is numbered, so that each pupil keeps his own pencil.

(5) It has no springs to wear out, and is indestructible.

Beware of the Spread of Contagious Diseases.

The alarming prevalence of diphtheria in the schools of Syracuse recently led to investigation both by the Board of Education and by the Board of Health. As a result it was determined that the principal source of danger was the lead-pencils, of which the present system of gathering and distribution did not ensure that every child should get his own. Accordingly on Dec. 12, 1898, an order was given us for *268 Bulletin Pencil-Holders*, for use in ever room in the city schools where lead-pencils are distributed.

Send one dollar for a sample, and you will put it into every room in *your* school. It is equally available for the distribution of pens, in penmanship work. In many schools the pens are gathered and distributed, but at great inconvenience. This Holder makes the gathering and distribution easy and free from error.

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

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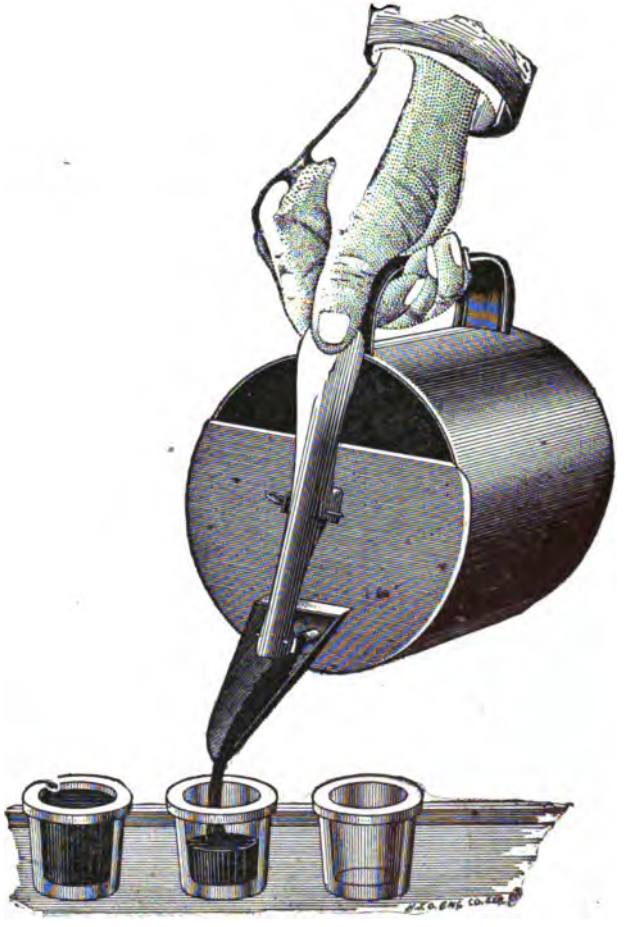
No more spilled ink. To see it is to buy it. Price $1.25.



Drawing Paper

We carry a large stock of the following grades and colors. Send for free samples.

1. *Heavy white*, especially prepared for Regents examinations.
2. *Ecru* (rich cream) heavy.
3. *Gray*, good quality, for show drawings and water colors.
4. *Light yellow*, rough surface.
5. *Pure white*, the grade we put into our celebrated Hiawatha drawing tablets.
6. *Manilla*, buff shade, the paper used in Syracuse and Rochester and many other city and village schools. The only cheap paper that will stand water and remain flat.
7. *White*, good quality, like No. 5 only lighter.

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	No 1	*No. 2*	*No. 3*	*No. 4*	*No. 5*	*No. 6*	*No. 7*
6 x 9	$ .80	$ .30	$. 40	$ .30	$ .35	$ .20	$.30
9 x 12	1.60	.60	.80	.60	.70	.40	.60
12 x 18	2.30	1.20	1.60	1.20	1.40	.80	1.20

Can furnish any other sizes desired.

8. *Whatman's imported drawing paper*, Imperial size 22 x 30, cold-pressed, hot-pressed, or water color, per quire, $3.00.
9. *Lalanne, Michallet*, 19 x 25 inches, per quire, $1.00.
10. *Bogus drawing*, heavy, same price as No. 8.
11. *Hiawatha Drawing Tablets.* These tablets have been adopted by many schools. They consist of 20 sheets 8 x 10½" high grade white drawing paper with a good tooth and well bound with stiff back and an illustrated cover. Price 60c. doz, Sample by mail 10c.

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